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ABSTRACT

A leader's handbook is presented for a course designed for the continuing education of professional librarians at the level of middle or upper management who find that they need understanding about human resources in the library system beyond that acquired on the job or in previous library education. The course has four units: (1) Management: A Systems Perspective and Approach; (2) The Worker--Human Being/Personality: A Systems Perspective and Approach; (3) Work, Management, and the Worker: An Integration of the System; and (4) Developing the Library's Human Resources: Managerial Strategies. In addition there is an optional unit on morale. The design for each section of the course incorporates audiovisual media, specially selected readings, a bibliography, a work assignment, and a wide variety of structured experiences concerning library work-related problems in human relations. (Author/LS)

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Post-Master's Education for Middle and Upper-Level
Personnel in Libraries and Information Centers

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COURSE II

HUMAN RESOURCES IN THE LIBRARY SYSTEM

LEADER'S HANDBOOK
PART 1: DESIGNS FOR LEARNING

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Catholic University's continuing education courses in library science at the post-MLS level have been developed through the creative assistance of many colleagues. Following is a partial list of those contributors (the affiliations indicated are those just prior to, or during, their association with the project.)

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The Catholic University of America's Continuing Education Project in Library Science

The Catholic University of America's Continuing Education Project in Library Science has as its major goal the development of courses adapted to present and future library job requirements. The course materials are designed to meet the actual on-the-job needs of middle and upper-level library personnel who have completed a master's degree in library science and who have gained practical experience in a library environment.

Three courses have been developed by the project: Human Resources in the Library System, The Governmental Library Simulation for the Study of Administration of a Special Library, and Application of Computer Technology to Library Processes. For each set of course materials, the data base which was used was provided by Phase I of the research project,[1] which concentrated on an analysis of job dimensions and educational needs of middle and upper-level library personnel who had a master's degree in library science.

Of the 78 courses to which the respondents in the study reacted, the highest demand was for courses in automation, administration of the governmental library, administrative policies and practices, and human relations in library administration. In the project the assumption was made that curriculum planning for post-MLS courses should combine judgments not only of those performing the jobs, but also of top-level administrators who are setting the standards for hiring and promotion and are in key positions to know what libraries need in additional competencies for personnel in order to meet adequately the needs of clients in a time of great societal and technological change. The top-level library administrators thought the courses most

[1] James J. Kortendick, and Elizabeth W. Stone. Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers. Final Report, Phase I. (Washington, D.C.: Department of Library Science, The Catholic University of America, 1970) (ED 038 985). Subsequently revised and republished as Job Dimensions and Educational Needs of Middle and Upper-Level Library Personnel (Chicago: American Library Association, 1971).

needed at a level beyond the curriculum of the master's degree program in library science were: human relations in library administration, administrative policies and practices, policy formation and decision making, and automation of library processes.

Through the use of a job inventory, the survey also ascertained what activities the librarians were spending most of their time doing and what activities they considered most important in the performance of their jobs. Far outranking any other activity in the dimensions of both time and importance was : directly supervising and guiding subordinates. The rating by the respondents of the 223 job activities covered in the inventory provided valuable data for determining how much emphasis should be given to different concepts that are presented in each of the three courses that have been developed.

Findings from the questionnaire and the interviews conducted during Phase I of the project shed considerable light on necessary attributes of formal courses at the post-master's level if they are to appeal to practicing librarians. High quality programs and practical courses relevant to their present positions were the two curriculum-centered conditions that were mentioned most often by the respondents. From the free response answers of librarian respondents and their supervisors, it was apparent that quality was equated with interdisciplinary and systems oriented course content which would provide for a wide range of instructional strategies including a multi-media approach. Or, as one respondent expressed it: "New programs should be just that -- new -- based on innovative methods which make full use of the educational technology concepts available today." The criteria put forth by the librarians themselves have served as the guidelines for those developing the three courses which constitute CUA's Continuing Education Project. For example, The Governmental Library Simulation uses simulation as its mode of teaching, while the course Human Resources in the Library System employs a wide variety of structured experiences related to on-the-job library problems.

Throughout, a systems approach has been used which has facilitated the integration of knowledge from many sources with concerns of a particular course. Use of a systems approach in the development of these courses has also involved: (1) specification of behavioral objectives based on actual on-the-job learning needs; (2) assessment of student repertories; (3) development of instructional strategies; (4) testing; (5) revising instructional units (validation); and (6) packaging the course which is to be

administered. Thus, the learning experiences have been designed to produce the behavior specified for each course.

On page iv are the names of our colleagues who have helped in the development of these courses especially designed for librarians at the post-MLS level. Some of them worked on a full-time basis for a given time span; others were part-time or occasional consultants, contributing to some aspect of a course, but all were valued and dedicated collaborators who deserve the gratitude of everyone who cares about the continuing education of librarians and the improvement of library service.

CUA's Continuing Education Project, officially entitled "Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers," and emanating from the University's Department of Library Science, has received financial support from the Bureau of Research, United States Office of Education and The Catholic University of America.

Rev. James J. Kortendick, S.S.
Elizabeth W. Stone

Directors of CUA's Continuing Education Project in Library Science
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HUMAN RESOURCES IN THE LIBRARY SYSTEM

INTRODUCTION TO THE COURSE

Overview

This course is designed for the continuing education of the professional librarian at the level of middle or upper management who finds that he or she needs understanding about human resources in the library system beyond that acquired either on the job or in the theoretical introduction to administration provided in the library science master's curriculum. Overall, the course deals with a major dilemma facing library supervisors: how to integrate technical and human resources to best achieve the library's service mission without slighting the employee's needs for a feeling of self-worth, and for growth and development on the job. Emphasis throughout the course is on the application of behavioral science concepts to the planning and management of human resources in the library.

Participant involvement through the use of varied structured experiences

Librarians participating in the first phase of CUA's Continuing Education Project in Library Science (briefly described in the preceding pages) not only answered specific questions about their jobs and related educational needs, but they also expressed opinions on methods of teaching -- in fact they spoke out very forcefully on this subject. They were in agreement with leaders in adult education today[1] that the most effective teaching requires a multi-media approach and diversified teaching methods. They voiced what educators have been pointing out for some time -- that teaching ideas through one method (lecture) or sometimes through two methods (lecture and discussion) is no longer sound, either pedagogically or technologically. The librarians stated that if they took the effort, time

[1]See, for example, Malcolm S. Knowles. The Modern Practice of Adult Education: Andragogy versus Pedagogy. (New York: Association Press, 1970).

and money to come back for post-MLS courses, they wanted the courses organized in such a way that they as participants could become involved and creative in the development of job-related course content.

Accordingly, the design for each section of the course incorporates audio-visual media, specially selected readings, a bibliography, a work assignment, and a wide variety of structured experiences concerning library work-related problems in human relations. The term structured experiences refers to participant activity that some person -- in this course that person is designated as the leader -- suggests, directs, or leads. The purpose is to provide participants opportunities for practicing problem-solving techniques and other forms of behavior they might not be willing to experiment with in real life on the job. The structured experiences suggested for the course include role plays, case studies, simulation games, in-basket exercises, and many related participant activities.

The Research Base

CUA's Research Project Team felt that there was no more important element in the whole process of personnel development than adequate determination of librarians' learning needs. As adequate determination involves an understanding of needs as perceived by the employees as well as by the employer, both middle and upper-level library personnel and their supervisors, top-level library personnel, provided information for the data base on which this course was selected for development, as well as for the actual course content. Before discussing some of the findings on learning needs in the area of human resource development in libraries as found in the first phase of the CUA study on job dimensions and educational needs, it is desirable first to define what is meant by learning needs.

Throughout the development of this course, the term "need" is used in the job context, as meaning a lack in knowledge, skill, or attitude that interferes with the librarian's potential for performing maximally on the job or interferes with his potential for assuming greater responsibilities. Existence of a need, therefore, indicates that present performance should be changed in some way, and change comes through new learning. In short, learning needs can be designated as all those lacks that can be identified. It should be kept in mind throughout this course that learning is not limited to acquiring information, but includes acquiring new or greater skill, or a new point of view, or a change in attitude. It should also be kept in mind that learning needs, which relate to deficiencies of

learners, are distinguished from learning objectives, which are statements of what the participant should know, or is able to demonstrate that he is able to do as a result of the learning process.

To determine the learning needs and job dimensions of middle and upper level library personnel, the Department of Library Science of The Catholic University of America conducted a study of federal librarians, GS grades 9 through 14, in the federal complex. Three hundred and sixty five librarians holding a master's degree in library science responded to questionnaires; twenty additional persons, top-level library administrators, GS 15 and above, gave their opinions in personal interviews.

With the exception of the self-perceived need for courses in automation, the questionnaire and interview responses showed the self-perceived educational needs to be closely related to present job activities of the respondents. By a considerable margin, the single activity most frequently indicated in the job inventory was "directly supervise and guide subordinates." Careful analysis of the results indicated that many supervisors had been promoted to their positions with little or no preparation for their new responsibilities, and consequently, they were experiencing problems in the area of human relations.

The respondents who indicated interest in taking a course ranked human relations in library administration as their greatest course need of the 13 management and administration courses listed, and out of the total of 78 courses suggested, only the courses in automation received a higher ranking.

Often the persons most likely to be aware of less than maximum work performance are top-level administrators, as they are in an advantageous position to see needs for personnel development from their observations of day to day work relationships and work results; their assessments of the probable consequences of changes; and their review of records and reports on employee performance. In this study, the top-level administrators were unanimous in their belief that a course in human relations was the greatest single course need. All the top-level supervisors interviewed thought that middle and upper-level library personnel could use a course in the development of human resources in libraries and 75% of them thought that such a course should be offered at the post-Master's level.

Introduction

One of the most striking results of the study was the emphasis on job-connected personal characteristics in response to a question asking what knowledge, abilities, and skills the librarian respondents would consider most important in a person replacing them in their jobs. The heavy response to this question (86 per cent of the 365 respondents) which came at the end of page 12 of a long questionnaire, is in itself indicative of the importance attached to this question by the respondents. Specifically, the personality traits ranking the highest were: getting along with people, and adaptability and flexibility. Careful study of the responses showed that there was great need for more skill in the area of motivating employees and understanding human personality, especially in relation to the highest ranking (by far) activity in which the respondents engaged, namely directly supervising and guiding subordinates.

The responses from the top-level library supervisors provided more evidence of this need. When asked what they hoped librarians would gain by participation in a post-master's program, they gave top priority rating to the librarian's becoming an "agent for change." Becoming an agent for change requires skills in understanding the personalities of those with whom one works, the ability to create an environment in which the individual can use his potential talents maximally, and an understanding of motivation in the work place. The competency most urgently needed, according to the top level supervisors, was capacity for directing others -- including interpersonal skills.

Another evidence of need related to the fact that 90.3 per cent of the respondents stated that their jobs required them to be engaged in avoidable details that could well be handled by supportive staff. The respondents were disturbed because they felt their talents were neither being fully used nor developed in their present positions.

Based on this data and related factors described in the full report of the study, it was decided that the problem-solving and participant activities presented in this course should emphasize needs in the areas of understanding human behavior, the integration of the employee's goals with the goals of the library system, theories and concepts of motivation, perception, and organization development; the time spent in each area to be weighted in relation to apparent needs discovered through careful analysis of the survey results.

Content

The course has four core units:

Unit 1: Management: A Systems Perspective and Approach
which deals chiefly with the evolution of modern management and the objectives of management in the library.

Unit 2: The Worker -- Human Being/Personality: A Systems Perspective and Approach
which presents one model of human behavior, discusses some of the key elements of that model such as adjustment, needs, frustration, aggression, anxiety, and examines briefly some other theories of personality.

Unit 3: Work, Management and the Worker: An Integration of the System
which deals with management as a system and its integration into the worker system; the librarian-worker as a system and its integration into the management system; and the interaction and response of the managerial system's goals and the worker system's goals.

Unit 4: Developing the Library's Human Resources: Managerial Strategies
The largest block of time is devoted to this unit, which covers perception; motivation theories in the work place as exemplified by Argyris, McGregor, Likert, Herzberg, McClelland and Gellerman; and OD (Organization Development).

In addition there are a number of optional units, called Enrichment Modules, which cover the following subjects: History of Management Concepts; Concepts of Management Revealed through Three Major Social Groups; and the Influence of Perception in the Work Situation.

The package components of the course:
Learning materials

A wide range of learning materials has been developed for this course so that it will have the capacity to meet diverse individual job-related needs and interests of participants. The learning materials include: the Study Guide, enrichment modules, a two-part Leader's Handbook (Designs for Learning, and Aids), a selection of suggested readings, more extensive annotated bibliographies, suggested films and tapes,

simulation games, work assignments for each session of the class, and suggested handouts. The wide variety of learning materials has been designed to make more effective use than would otherwise be possible of the leader's capacity to serve as a facilitator of learning, taking into account both individual differences and environmental contingencies.

Each of the materials has been designed for special and sometimes multiple purposes. Understanding their nature and scope is essential for their effective use. In the following paragraphs, each of the package components is briefly described.

The Study Guide

includes the knowledge content for the four core units of the course and the enrichment modules, plus learning objectives and bibliographies for each unit. It is for the use of both participants and leader.

The main function of the Study Guide is to serve as a systematic and somewhat detailed guide to the major knowledge content of the course. In the form of a detailed outline, it presents the main concepts dealt with in the course and establishes the logical and developmental relations among these concepts. Like a road map, it can be helpful in establishing direction, perspective and relationships, but just as reading a map is not an adequate substitute for an actual trip, so too the Study Guide is most effective when used in conjunction with the other learning materials.

Bibliographies

are included in each unit of the Study Guide. They contain all the references cited in the text and also include a substantial number of works that might have been cited. In each case, it should be emphasized that the bibliographies represent but a sample of the literature rather than a comprehensive listing. Each of the bibliographies is annotated in relation to the particular content of the unit in which it is presented.

Enrichment modules

are included in the Study Guide and have been designed to provide background and development data that can be used in a number of ways. They can be used by the leader as examples in presenting the basic content of the course; they can be used by leader or participants as a starting point for further research in a particular area; or they can be used as an independent study package by the participant, much as programmed instruction materials might be used. Of the two types of programmed instruction materials, remedial and adjunct, the enrichment modules would correspond to the latter, for they do not repeat the

materials covered in the structured designs prepared for each unit, but rather present additional concepts that can be handled well through individual study.

It is suggested that either the leader or the participants might wish to develop other modules and submit them for inclusion in the course. Such activity would serve as a good term project for an individual or a team of participants. For example, a task force might wish to develop a unit highlighting major concepts which a library should consider in order to provide for the development of personnel throughout a library system, or develop evaluative instruments by which an individual library system might measure its progress in the area of personnel development. In this connection, one of the readings would prove helpful: "Guidelines for the Development of Human Resources."[1]

The Leader's Handbook: Designs for Learning is intended to be a versatile and flexible leader's guide to the entire course and to each meeting of the group. It is not meant to be restrictive in any way, and the leader should use the material selectively, modifying it as the course proceeds, thereby creating his own unique design for learning.

Learning designs have been prepared for each section of the course, and although the designs deal with specific and detailed skills and procedures, the authors wish to emphasize that all designs should be thought of as suggestions. The individual leader, or teaching team, may wish to use them only as starting points from which to develop other designs based on the special needs of individuals enrolled in the course.

The format in the Leader's Handbook: Designs for Learning has been differentiated in the following manner:

All design suggestions and comments addressed to the leader extend to the left hand margin of the page.

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[1]Elizabeth W. Stone, issue ed. "Personnel Development and Continuing Education in Libraries," Library Trends, 10:97-117, July, 1971.

Introduction

All remarks and group directives that the leader might address to the participants are indented.

For each meeting of the course, the following summary outline is suggested in the Leader's Handbook: Designs for Learning:

I. State the topic of the meeting, summarizing its scope.

II. Define the objectives for the meeting.
It is suggested that at the opening of each meeting the leader state the objectives for that meeting, as he has planned it, in his own words. Depending on what he feels it is important to emphasize, in accordance with participant needs, the objectives for any given meeting may or may not coincide exactly with the objectives that have been established for the unit as a whole. In either case, it is suggested that the leader state the objectives in his own wording rather than using the formalized wording of the established objectives.

III. Indicate to the group the method of evaluation to be used. It is recommended that individual participants not be graded on their class participation, as this would seem impractical and would probably be resented by library supervisors studying at the postmaster's level. For each meeting, however, some evaluative procedures are suggested, and although they only partially reflect what the participant may learn in the session, they serve as a specific beginning which the leader may modify in keeping with his own manner of conducting the course. Evaluation is further complicated by the fact that attainment of objectives set for any one meeting is conditioned by objectives set for other meetings and by the total scope of the course. Whatever evaluative methods are selected by the leader, however, it is important that they be explained to the participants.

IV. Pre-Meeting Preparation
Suggestions for participant preparation for each meeting are stated in the summary outline, and should be given to the group at the close of the preceding session.

V. Materials needed.
A checklist for the leader.

VI. Opening the meeting.
In the opening statement it is suggested that the leader state the topic and the objectives for the meeting, relating them to previous meetings and whenever possible to participants' work experience, in order to reinforce understanding of the objectives.

It is also suggested that the opening statement include a brief outline of the sequence of activities to be followed during the meeting. The group members will then have an idea of what is to take place and what is to be expected of them. Also they will see that the leader has done his homework and knows where he is going in the meeting.

VII. Procedure for the meeting.
The procedure for each session is made up of content presentation and participant activities.

VIII. Summary.

IX. Briefing for next session.

Introduction

The Leader's Handbook: Aids is the second part of the leader's guide. In this book are assembled a special collection of readings, and all forms, work assignments, handouts, transparencies, films, cassettes, and games.

Forms

A number of forms have been designed for possible use throughout the course. Some are for imparting or gathering information, others concern evaluation, and others help participants to focus on particular issues. All forms are included in the Leader's Handbook: Aids, and they are numbered consecutively: form 1, form 2, etc. Forms are not designated by special symbol.

Work Assignments

In preparation for each session, work assignments have been designed for participants to describe some phase of their thinking, role, or practice in their library situations. Completing these assignments will not call for extensive reading or research. Their purpose is to direct the participant's thinking toward particular work-related concepts and possible solutions to on-the-job problems. All work assignments are included in Leader's Handbook: Aids, and are numbered consecutively.

Handouts

All handout materials are labeled Handout, and each is keyed by a symbol to the section of the course for which it has been designed. [H] is the symbol for handout, and [H-4:2], for example, would indicate that it was designed for use in Unit 4, the second handout suggested for that unit.

As all handouts should be duplicated in sufficient quantity in advance of the session in which they are to be used, they are assembled together for easy accessibility in the Leader's Handbook: Aids.

Transparencies

[T] is the designation used for transparencies. Each is so labeled, followed by a number indicating the order in which it has been suggested for use. [T-12], for instance, would indicate that this is the twelfth transparency recommended in the course. As they are often applicable at more than one place in the course, the leader is encouraged to use transparencies in ways other than those suggested. He is also encouraged to make his own transparencies interpreting the specific emphases he wishes to make in the course.

To facilitate production of the transparency designs, they are executed in a size suitable for direct thermofax reproduction. The leader who elects to use them may add color or leave them as they are. General directions for making, coloring, and mounting transparencies are provided. A few of the transparencies included are put out by commercial firms, and in each case the firms have others which are also related to the content of the course. Should the leader wish to order copies, the names and addresses of these firms are provided.

Films

The project has not produced any films. The main reason, in addition to the cost involved, is that there are many films already in existence that are appropriate for use in this course. Those deemed particularly suited to a given unit of the course are mentioned in that unit, and are keyed into the course design. [F] is the symbol for films and [F-12] would mean the twelfth film to be suggested in the Leader's Handbook: Designs for Learning.

Sometimes a film is suggested for use in a particular session, but time is not alloted for viewing it during the meeting. It is suggested that participants be encouraged to view films at a viewing/listening station where they can see films on their own time outside of the class period. To be most useful, such independent viewing should be accompanied by a sheet or card focusing the viewer's attention on certain questions or problems brought out in the film. Form 8 is suggested as a model for such viewing, but it would probably need to be adapted to the particular film being shown.

Other films recommended as having relevance to the course but not specifically suggested in any of the structured designs for a class session are listed also in the Leader's Handbook: Aids. The leader would find it profitable to review this list and may find films that meet the needs of his group to better advantage than those suggested specifically in the structured designs. This film list includes necessary information for ordering: cost, length, indication of sound/silent, black and white/color, and 8 or 16 mm. It should be emphasized that the list is merely a sample of the films available rather than a comprehensive listing.

Readings

A special collection of readings on human behavior in organizations has been selected from a wide variety of sources, chiefly the behavioral disciplines and management literature. Because of space

limitations, these readings have not been duplicated, but each is briefly described and related to a particular section of the course. Leaders who wish to distribute copyrighted materials included in the Handouts or in the Readings must request permission from the original publisher before duplicating material for distribution to participants. Such copies of the Readings would then form a separate volume, a human resources reader.

There is a great advantage in having such a reader for the participants, as easy access to the articles will greatly increase the likelihood of their being read. An important element in making the readings attractive to the participants is the manner in which reference is made to specific articles. It is not envisioned that these readings will be assigned, and they should not be thought of as a textbook or even a supplementary textbook. Rather it is envisioned that the leader will be so thoroughly familiar with the readings that he can refer participants to specific articles both in answer to individual questions, and in response to interest expressed during group discussions.

Throughout the Study Guide and the Leader's Handbook: Designs for Learning, bibliographical references to selections listed in the readings are designated by Readings at the end of the entry.

Evaluation

Within an educational frame of reference, evaluation means the determination of the value of an educational program or activity as perceived and measured by different evaluators: (1) the program participants; (2) the program leader; (3) supervisors or subordinates in the work place who are able to observe the program participants in on-the-job situations; (4) the developers of the course.

Each of these evaluators places value on the learning experience from his own particular point of view, based on his individual needs, values, and goals. Thus, program participants usually stress the value of the learning experience to them in the job situation; the program leader tends to look for beneficial changes in knowledge, skill, group behavior, self-directed inquiry, self-development on the part of participants; colleagues at work normally place value on improved job performance shown by the participant after involvement in the educational program, as perceived from their association with the participant.

Evaluation is thus a complex process, and further complicated by a conflict in values regarding the process of evaluation. Some evaluators place their highest values on precision of measurement, hard scientific data, and collection of data. Others place their highest priorities on the values of self-actualization, creativity and innovation. These wide differences (with many positions in between) on the best type of evaluation evolve from the fact that people have different philosophies and definitions of education. If an educator sees as his chief objective increasing the amount of concrete specific knowledge in a given area of study, then the most efficient evaluation would center around quantitative measurement.

For the educator of adults who tends to feel guilty because he has not developed scientific evaluation processes, quantified and thoroughly tested, Knowles offers some guilt-reducing comments by pointing out that it is not possible to prove scientifically that a single course or even a single curriculum will produce all the desired changes and meet all the objectives set forth for it. He lists four reasons why the task is an impossible one:

> (1)...human behavior is too complicated, and the number of variables affecting it are too numerous... (2)...the social sciences have not yet produced the 'rigorous research procedures' and measurement instruments for getting the kind of hard data required for evaluating many of the subtle and more important outcomes of a comprehensive program of adult education; (3)...the kind of intensive and scientific evaluation these statements are advocating requires investments of time and money that many institutional policy makers are unwilling to make simply to document the worth of training which they can see is valuable; and (4) adult education is, unlike youth education, an open system in which participation is voluntary, so that the worth of a program is more readily tested by the degree of persistence and satisfaction of its clientele.[1]

The position taken in preparing this course is that every possible effort should be made to make the evaluative measures used as scientific as possible, but that scientific evaluative measures are not feasible, or perhaps not even desirable, in relation to every segment of the course.

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[1]Knowles, op. cit., p. 220.

Introduction

When more is promised than can be delivered it results in frustration and over-emphasis on trying to prove what is not possible to prove through the use of evaluative instruments now available or available in the foreseeable future.

Knowles defines adult education as "a process of facilitating and providing resources for self-directed inquiry and self-development."[1] If, at the post-MLS level, this definition can be accepted, then the developer of courses and curricula has an obligation to involve the participants in collecting data that will enable them to assess the effectiveness of the program in terms of how well it helps them accomplish their objectives. Thus, a dominant theme throughout post-MLS courses should be participant involvement through structured experiences designed to enable each participant to meet his particular needs.

Evaluating the Program

In the above context, program evaluation is related to three principal purposes:

1. To measure progress toward stated goals.

2. To improve the program developed, including such aspects as objectives, methods and techniques, materials, and quality of learning outcomes, and

3. To stimulate growth and improvement of the participant in his job situation.

Essentially the evaluation process consists of several steps: (1) formulating the questions to be answered (or establishing the criteria, yardsticks, or benchmarks); (2) collecting the data that will provide answers to those questions; (3) analyzing the data and interpreting what they mean in relation to the questions raised; and (4) modifying plans, operation, and program in the light of the findings. This seems a deceptively simple and mechanical process, but decisions have to be made repeatedly as to when to evaluate, what to evaluate, and who should participate in the evaluation.

In order to provide evaluative data for the improvement of the course,

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[1] Ibid., p. 222.

two basic components are necessary: (1) formulative evaluation, which is designed to answer questions about improving the course during its development, and (2) summative evaluation, designed to answer questions about the final product.

Forms have been designed to help with program evaluation, and are discussed in some detail in the summary outline for the introductory session of the class. Forms 5 and 6 are suggested for formulative evaluation, and form 7 for summative evaluation.[1]

Program evaluation depends on colleague participation, and for this reason it is important in the first session that the leader outline clearly for the participants what evaluative instruments will be used, and to orient them to the idea that continuous evaluation is an essential element of the program-- both participant self-evaluation and post-meeting evaluations.

The leader should make it clear to participants how he proposes to use post-meeting evaluations in modifying future course plans and in structuring learning experiences. Unless the data collected on the evaluation forms is actually used to improve the conduct of the course, it is pointless to go through the motions of an evaluation exercise after each session or at the end of the course. Furthermore, if there is no evidence of use being made of the data, participants will soon refuse to take the time to fill out the forms.

Evaluating the Participants' Achievements

In connection with each group meeting and each unit of the course, learning objectives are specified, and for each segment of the course certain learning designs have been suggested, which to a large extent involve problem-solving situations. For most of the activities suggested there are no normative standards; rather the evaluation,by nature of the activities themselves, must be based on subjective judgments. To make the evaluation process as specific as possible, however, certain kinds of evidence are suggested in each session for use by the leader in evaluating the participants' achievements.

Thus in the first section of each unit there is a statement, something like

[1]All forms are included in chronological order in the Leader's Handbook: Aids.

the following: "Participants will be considered to have understood these concepts when they have demonstrated that they are able to apply the learning they have accomplished by..." Admittedly the means suggested in these statements themselves are usually subjective, so it is recommended that the leader develop throughout the course a folder of material on each participant. In this folder the leader would place all the data which he would use in making his final evaluation of the participant in relation to the course, including an anecdotal record.

Anecdotal Records

It is suggested that an anecdotal record be kept by the leader for each participant. In it would be noted briefly how the participant met the evaluative criteria listed for each session of the class. Evidences of the participant's increased abilities in participating in the group activities should be noted in this record. These records also provide the leader with an opportunity to analyze between sessions what kind of experiences the participant needs in order to further his growth, and assignments can be made accordingly, learning designs can be structured or (restructured) to meet these needs, or individual assignments can be made.

Participants should be encouraged to take responsibility for their own learning and evaluation, by setting their own short and long-term objectives for the course, and it is recommended that the leader keep such information also in the anecdotal record. Completed work assignments and other course requirements, as determined by the leader, would also be included.

Leader-Participant Interviews

It is suggested that the leader hold one interview with each participant early in the course, and that another interview be held toward the end of the course. In the first interview, the participant would discuss his own learning objectives for the course, stating what he hoped to accomplish. In the follow-up interview, he would evaluate the manner in which he accomplished his goals, and at the same time he should be encouraged to set up some long-range goals for his own self-directed continuing education following the conclusion of the course.

In one of the sessions on motivation (4.25), the advantages and techniques of "let's talk it over sessions" are presented as a form of employee appraisal. It is recommended that the leader-participant interviews take into account as many of the concepts as possible regarding employee evaluation by objectives, thus making the interviews a demonstration of

one method of employee evaluation, as well as an opportunity for participants to formulate their own learning goals and evaluate their achievements.

Written Examinations

If the suggested means of evaluation are carried out conscientiously throughout the course, it would not seem necessary to have a final written examination, unless such an examination is prescribed by the academic institution as necessary to obtain credit for the course. If a final written examination is required, it is recommended that in-basket exercises might be the form of examination most in keeping with the type of learning designs presented throughout the course. The objection to this type of examination is that it is based once more upon the subjective judgment of the person conducting the course. An alternative would be the devising of multiple choice questions in which the major content in the course would be presented.

Motivation for learning

The relationship between motivation and learning is exceedingly important. A person must be adequately motivated if changes in his knowledge, comprehension, skill, attitudes or values are to occur. It is anticipated that librarians participating in this course will be adequately motivated to learn. They will be enrolling voluntarily to further their own professional growth and development, since post-MLS courses are not prescribed by the profession as mandatory for practice or promotion. In a recent study[1] it was found that librarians were most likely to be motivated to engage in formal continuing education when the course content was directly related to their job situation, thus providing them with a chance to develop their potential within the context of their work.

This emphasis on motivation, however, places considerable responsibility upon the course leader, for once the individual has enrolled, his motivation must be kept sufficiently high. Whether initial motives can be made to last or transposed into others strong enough to bring about learning in line with the course objectives is in large part dependent upon the instructional skills, personal understanding and conscious effort of the leader.

A participant reluctant to attempt certain kinds of changes may fear failure or see the changes as an attack on his attitudinal patterns. Group

[1]Elizabeth W. Stone. Factors Related to the Professional Development of Librarians. (Metuchen, N.J.: Scarecrow, 1970).

forces, if skillfully used, can provide a supportive atmosphere and exert constructive influence on attitudes and values. The problem of motivation becomes one of organizing activities in such a way that course participants will begin to derive satisfaction from new ways of behaving before old patterns are completely relinquished. The cumulative power of learning is rewarding in that it allows the learner to go on to something which before was out of reach.

In summary, successful completion of this course requires that the participant perceive the proposed learning task as personally important to his own professional growth and development. It also puts responsibility on the leader to help participants in a variety of ways depending on the individual needs of each, to acquire the learning they desire.

SCHEDULE BLOCKS

Session	Section	Unit Content	Work Assignment
Pre-Session		Introduction of the Leader and the Participants to Each Other and Introduction to the Design of the Course	
1	1	Unit 1.1 Evolution of Modern Management	1
	2		
2	3	Unit 1.2 The Objectives of Management	2
	4		
3	5	Unit 2.1 Presenting a Model of Human Behavior	3
	6	Unit 2.2 Key Elements Unit 2.21 Adjustment	
4	7	Unit 2.22 Drives--Needs	4
	8	Unit 2.23 Frustration	
5	9	Unit 2.24 Aggression	5
	10	Unit 2.25 Punishment	
6	11	Unit 2.26 Anxiety	6
	12	Unit 2.3 Other Theories of Personality	
7	13	Unit 3.1 Management as a System and Its Integration Into the Worker System	7
	14	Unit 3.2 The Librarian-Worker as a System and Its Integration into the Management System	
8	15	Unit 3.3 Interaction and Response of the Managerial System's Goals and the Worker System's Goals	8
	16		
9	17	Unit 4.1 Perception	9
	18		
10	19	Unit 4.21- Unit 4.23 Introduction to Motivation Theories and Concepts	10
	20	Unit 4.24 Chris Argyris	
			11

Session	Section	Unit Content	Work Assignment
11	21	Unit 4.25 Douglas McGregor	
	22		12
12	23	Unit 4.26 Rensis Likert	
	24		13
13	25	Unit 4.27 Frederick Herzberg	
	26	Unit 4.28 David C. McClelland	14
14	27	Unit 4.29 Saul Gellerman	
	28	Review	15
15	29	Unit 4.3 Organizational Development (O.D.)	
	30		

INTRODUCTORY SESSION

CLIMATE SETTING, RESOURCE IDENTIFICATION AND GROUP EXPECTATIONS

Setting the Climate for the Course

It is important to the success of the course that participants get to know and feel at ease with one another and with the leader as quickly as possible. Learning will be facilitated to the extent that group members are able to identify and make effective use of all resources present in the group.

For this reason, it is recommended that the leader meet with the group before the first content-oriented session of the class -- or if an additional pre-session is impossible to arrange, it is suggested that the first regularly scheduled session of the class be devoted to an agenda similar to the introductory session described here rather than to the course content.[1]

The leader should make clear that he sees himself as a facilitator of learning, a flexible resource to be utilized in a variety of ways (as lecturer, advisor, counselor, etc.) by the participants -- both as individuals and as a group -- according to their particular needs and expectations. It is important that the leader take the initiative in sharing himself with the group -- his feelings as well as his thoughts -- insofar as he is able to do

[1]For descriptive examples of ways to facilitate adult learning in class situations, applicable at the post-graduate level, see: Malcolm S. Knowles, The Modern Practice of Adult Education: Andragogy Versus Pedagogy (New York: Association, 1970), pp. 371-376; or Carl R. Rogers, Freedom to Learn (Columbus, Ohio: Merrill, 1969), pp. 29-164.

this naturally, in ways which do not demand or impose but represent simply a personal sharing which the group members may take or leave.[1]

During this introductory session, the participants should have an opportunity to learn about each other and about the leader, particularly the expectations that each has for the course and the resources each brings to the course. The leader's chief concern should be establishing a collaborative relationship with the participants, making clear that as the course proceeds it will be a process of mutual inquiry and learning together.

Physical Arrangement of Meeting Place

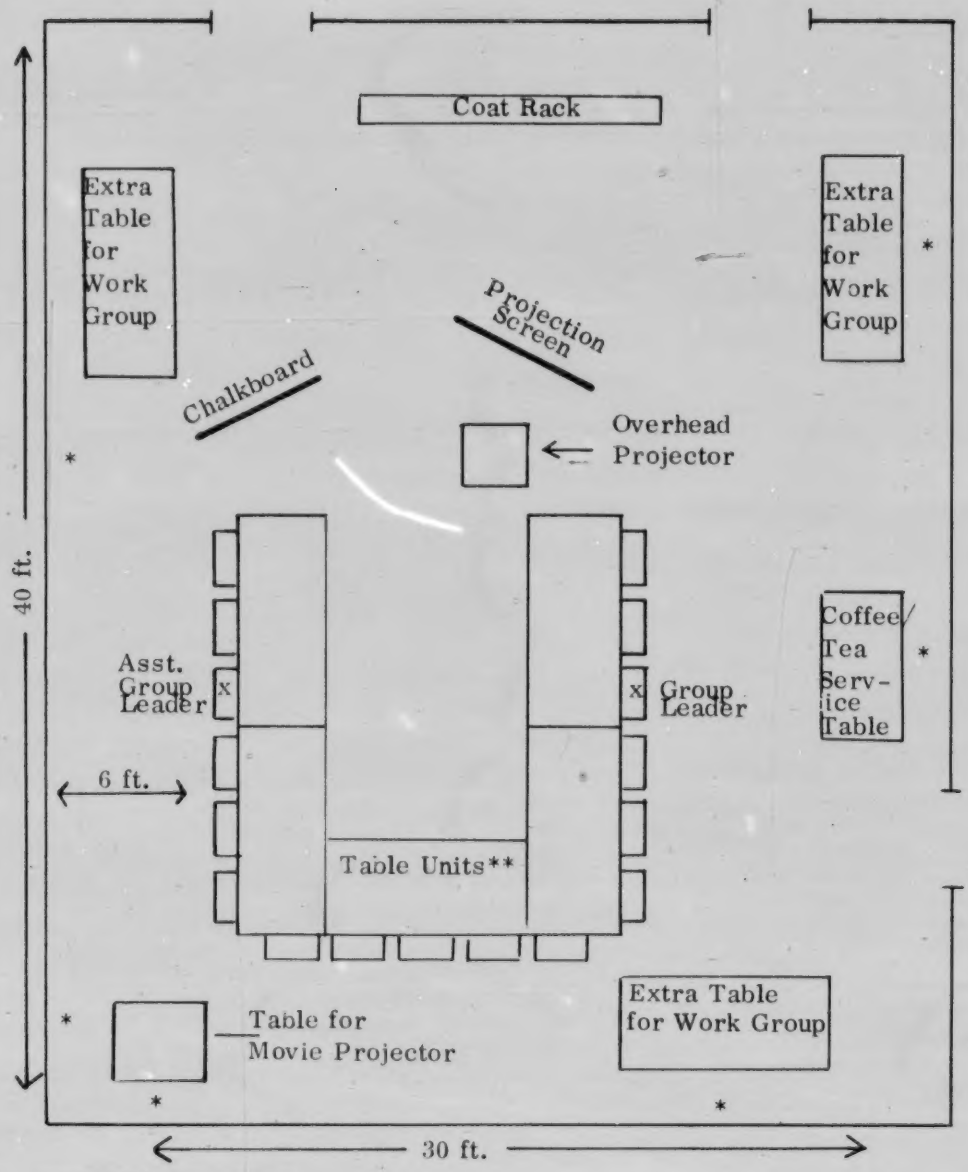
Research has shown that the physical arrangement of the room can handicap or aid the process of learning. It is to be remembered that those in the course will have had some years of experience and they will expect some opportunity to share their experience and recognition for what they have accomplished. One way to make participation easy and thus for individuals to receive special recognition is to make it easy for members of the group to see and hear each other. One method which achieves this objective is shown in Figure 1 or the following page.

Another way to encourage participation is to avoid setting the leader off as the center of attention -- at a separate table or at the head of the table arrangement, whatever it may be. For this reason, it is to be noted that the leader is seated at the middle of one side of the rectangular set-up. From this position he or she is easily visible to all, but does not dominate the scene at all times. This arrangement, it has been found, will tend to encourage members to participate in the discussion without waiting for approval or direction by the leader. If there is an assistant group leader for any or all of the sessions, his or her position is shown opposite that of the group leader.

Note that the plan calls for coffee and/or tea to be available away from the actual meeting table, but somewhere in the same room. It has been found that when a group breaks and goes off to canteens during the session time is taken away that the group can better spend mixing with each other in informal discussion. If the coffee or tea is in the room, it also permits the participants to get a drink and bring it back to the table whenever they wish -- a freedom which can add to the feeling of comfort and attentive well-being in the class session.

[1]For some guidelines on how to facilitate learning, see Rogers, op. cit., pp. 164-166.

FIGURE 1
MEETING ROOM
AS ARRANGED FOR COURSE SESSION



*Outlets

**Table Units, 6 x 2½ ft.

Adapted from: Training and Continuing Education: A Handbook for Health Care Institutions. (Chicago:Hospital Research and Education Trust, 1970), p. 51.

Introductory Session

Suggested Agenda for Introductory Session

Although the following summary outline is presented in considerable detail, it is not meant to impart a sense of formality. Any of the elements can be easily expanded, contracted, or combined with other methods not mentioned here. This section will serve as an introduction to the summary outline format used throughout the book in presenting the learning designs for each of the sessions. As has been stated already, but bears repeating, designs outlined in some detail for each session of the class are meant to be primarily suggestions. The leader is encouraged to adapt and change them in ways that best meet the needs of the librarians who have enrolled for his course.

The time frame for the course is 15 weeks, with a meeting to be held once a week. The course is designed so that each weekly meeting would consist of two 75-minute periods, which should be punctuated by a coffee break. This latter element, common to adult education meetings, provides an opportunity for informal sharing of ideas as well as recognizing that there is a limit to the interest span of adults sitting in a relatively immobile position.

Format

It should be noted, as stated in the introduction, that the format in this book is differentiated in the following way:

All design suggestions and comments addressed to the leader extend to the left hand margin of the page.

> All remarks and group directives that the leader might address to the participants are indented.

Summary Outline for Meeting on: CLIMATE SETTING, RESOURCE IDENTIFICATION, AND GROUP EXPECTATIONS

Objectives for the Meeting:

A. To set the climate for the course.

B. To identify all relevant resources among members of the group -- both participants and leader.

C. To introduce the objectives, scope, content, and materials of the course.

D. To discover individual expectations for the course.

E. To describe course requirements and evaluation procedures.

Evaluation

The degree to which these objectives are achieved will be judged by the leader's direct personal appraisal of:

A. The ability of the group to listen to and draw from individual participants information about their special interests and experience, the resources and abilities they have to share with the group, their goals and values.

B. The ability of participants to state how the course can best be focused to meet their job-related needs.

C. The freedom and thoughtfulness with which participants share their personal expectations for the course and the expectations of the libraries from which they come.

D. The ability of participants to assume responsibility for constituting themselves into research task force groups.

Pre-Meeting Preparation:

A. Read the introductory material and the prologue to the Study Guide, if it was distributed at the time of registration for the course.

B. Fill out Form 1, if it was distributed at registration.

Materials Needed:

Study Guide -- enough copies for all participants (if not already distributed.

Folded stiff paper or cardboard (such as half an $8\frac{1}{2}$ x 11 manila folder) -- enough for each person to make a large letter name identification to place in front of him.

Felt tip pens

Chalkboard, or portable easel with pad.

Blank transparencies.

Introductory Session

Overhead projector.
Newsprint (to use for making group lists).
Masking tape.
Blank sheets of paper ($8\frac{1}{2}$ x 11) -- enough for all participants.
Sufficient copies of the following forms for all participants (if leader has decided to use them):

- Form 1 -- Identification and Expectation Sheet (if not already distributed)
- Form 2 -- Report on Readings
- Form 3 -- Analysis of a Research Study
- Form 4 -- Work Assignments: Instruction Sheet
- Form 5 -- Criteria for Self-Evaluation
- Form 6 -- Post-Meeting Reactionnaire
- Form 7 -- Final Evaluation Sheet
- Form 8 -- Viewer's Film Critique
- Form 9 -- Suggested Schedule for Participant Interview of Leader

Folded slips with a single letter (A, B, etc.) for assigning letter code to each participant for use in submitting work assignments.
Work assignment 1 -- enough copies for all.
16 mm film projector (if schedule calls for film presentation)
Films:

- F-1 -- "The Anatomy of a Group"

Tape Recorder (optional)

Opening the Meeting

As participants arrive, ask each to fill out Form 1, if they have not done so already. Request that participants retain this form themselves until the end of the meeting as it will be used as a reference aid in various activities during the meeting.

Ask each participant to write his name on a folded cardboard sheet, in letters large enough to be read across the room, using a felt tip pen. Each person should place this name identification in front of him or her during the first few meetings of the group, the leader included.

State the objectives for the meeting in your own words.

Outline briefly the sequence of activities that will make up the meeting:

A. Introduction to course.
B. Group introductions.
C. Group interview of leader.

D. Overview of scope of course content, the structural design of the course and the rationale for it.
E. Pooling of individual learning needs and expectations.
F. Review of resource aids provided for participants.
G. Discussion of course requirements and evaluation procedures.
H. Film presentation (optional).
I. Formation of research task force groups.
J. Summary.
K. Briefing for next meeting.

A. Content Presentation:
Introduction to Course

Present a brief introduction to the importance of the course in the profession of librarianship today and discuss the over-all objectives of the course. Such an introduction might include ideas such as the following:

> This course deals with a major dilemma facing library supervisors: how to integrate technical and human resources to best achieve the library's service mission without slighting the employee's needs for a feeling of self-worth, and for growth and development on the job. What can the library manager do toward solving this dilemma? What can managers do to insure that employees have opportunities to grow and develop on the job; to see that employees have opportunities to use their talents? How can an organizational climate be created in the library that will be conducive to human growth?[1]
>
> In this group we have a unique opportunity now to explore together answers to some of these questions. For the time being we are all members of the same organization -- this class. We all

[1]Elizabeth W. Stone, issue ed. "Personnel Development and Continuing Education in Libraries," Library Trends, 20:3-18, July, 1971.

have our own needs and expectations for what we want to get from participating in this organization. And we will each have to take some responsibility for seeing that the organization works, for seeing that it is a viable, productive organization in which all of us will have opportunities to meet our own objectives.

When an individual joins an organization -- any organization -- a contract is implicitly formed between the individual and the organization. This contract deals with the individual's expectations of the organization, what it can do for him or her; and the organization's expectations of the individual, what he or she can contribute to the organization. This contract must be continually renegotiated for it represents a dynamic and continually changing relationship.

That's the thing that makes library management -- or any other kind of management -- so difficult: it deals with the most unpredictable of all phenomena -- the human being. As this course proceeds, we will be examining human behavior in organizations from many perspectives, and at the same time we will be examining our own behavior as members of this temporary organization we have now joined.

The focus of the course is on the development of human resources in the library. The subject is not adequately covered in library literature, and so it will be beneficial throughout this course to turn to many other disciplines in order to examine relevant theories, generalizations and concepts. The recognition that interdisciplinary study is required adds to the excitement and challenge of trying to do an effective job in our own libraries. When we look at the content of this course we must constantly keep in mind that there are no final answers to problems presented. New experiments keep pointing the way to more profound

understanding, but no leader or resource person can "give the truth" -- for the truth is not yet fully found or fully understood, and in a time of rapid change, what appears true in one situation may very likely not appear so in another. These factors do not make the study of human resources in the library system an easy task, but it is an exciting and significant challenge.

The objectives for each unit of the course are spelled out in some detail in the Study Guide; taken together, these objectives might be summarized as: (1) a better understanding and knowledge of human behavior; (2) knowledge and understanding of management and leadership philosophies and concepts; (3) the ability to translate this knowledge and understanding into effective leadership patterns in your own library situation.

B. Participant Activity:
Group Introductions

The purpose of this part of the meeting is to introduce the participants and the leader, to make known the special interests of each as well as the special resources each contributes to the course. Following are three suggestions for participant introductions (two appropriate for groups of 10-12 or larger, and the other for groups of 10-12 or smaller), and one suggested technique for introducing the leader.

Knowles[1] emphasizes the importance of this type of activity being held at the introductory session of the class, stating that in his experience it produces immediate ego involvement, sets the norm of participative learning and mutual sharing of resources, and induces a spirit of creative inquiry.

If the class has at least 10-12 or more members, the leader divides it into groups of five or six participants. As people who already know each other may be sitting together, it is usually a good idea to assign participants to groups on some basis other than the seating arrangement. Give each group the assignment of producing a TV variety show, and allow at least 20 minutes for them to plan it.

[1]Knowles, op. cit., p. 372.

Introductory Session

The charge to each of the groups is first to ask each person to speak of himself in his own way, telling something of his or her current interests, background and work experience. From this data, (and using Form 1, if they wish), each group is then to develop a TV variety program. At the end of 20 (or 30) minutes, each group will be given a three-minute segment of a television variety show in which to present the group's resources for this course, the special interests, work experience, and educational background of its members, by means of interview, panel show, skit, song, comedy, news program, or any other way they may choose.

At the end of 20 (or 30) minutes, call on each group to give its three-minute program. Warn the groups in advance that they will be given just three minutes and stick to this time framework. One way of doing this tactfully is to appoint one member timekeeper and provide him with a half-minute warning sign to flash to the group, and then another sign to show at the end, indicating that time is up.

An alternate plan for a group of at least 10-12 members, suggested by Knowles[1], is group introductions using the technique of the "inquiring reporter." Each group of five to six members is asked to choose one person to compose a feature story about the personalities, experience, and resources of the members of his group, and to report it in three minutes to the total group.

If the group is 10-12 or smaller, the participants may be divided into pairs.

The charge to each is to review the data sheet (Form 1) of the person with whom he is paired, focusing on questions 1-10, and to interview the person to bring out his special interests. Particular attention should be paid to the resources

[1]Ibid., p. 372.

the individual brings to the group, and any information about his library situation he would like to share with the group.

After at least a ten-minute interview session, ask each person to give a one-minute composite picture of the person he has interviewed.

C. Participant Activity:
Group Members Interview Leader

The objective of this activity is to provide the participants with an opportunity to find out from the leader through an interview, something of his background and the resources he brings to the class as well as his expectations for the course as a whole, what he expects from the group members during the time-span of the course, and ways he sees that the course may help participants in their jobs.[1]

Form participants into the same small discussion groups used in Section B; each group selects one person (if they selected a spokesman or leader for the previous activity, a different person should be selected now), to act as the group's representative to interview the leader.

Using Form 9 as a guide each group decides what questions it wishes its representative to ask the leader.

Each group representative should make sure he understands the group's concerns so he can ask questions that will provide the information his group wishes to know.

Next the chosen representatives from each group interview the leader as a team to discover (1) the resources the leader brings to the group; (2) his expectations of the participants; (3) his

[1]For an example of the use of group interviews at the opening session of a class see: David Kolb, Irwin M. Rubin, and James M. McIntyre. Organizational Psychology: An Experiential Approach (Englewood Cliffs, N.J.: Prentice-Hall, 1971), pp. 9-17.

expectations as to how the course can help them in their job situations and in their career development.

While the group representatives conduct the interview, the remainder of the members act as observers, giving particular attention to:

(1) The resources present in the leader's background which you feel you could draw upon to help you in your present job situation, or career development.
(2) The degree to which the leader's expectations for the class coincide with your own.
(3) The ways in which you feel you can make a contribution to the class.

D. Content Presentation:
Overview of Course

Give a brief overview of the objectives, scope of content, and designs for learning provided in the course. Suggestions of content that might be used in this discussion may be found in the introduction to this book. Probably many of the points that might be made in such a presentation will already have been brought out as a result of the group interview of the leader. This part of the meeting therefore provides an opportunity for the leader to fill in any data not covered that seems important for the group to have.

E. Participant Activity:
Pooling of Individual Learning Needs and Course Expectations[1]

This activity is designed to bring out each participant's individual

[1]This section of the meeting might (with the permission of the participants) be taped. Such a tape could be used creatively later in the course in a number of ways, such as: (1) to serve as a review and a reminder for both the participants and leader about midway in the course of expectations expressed at the opening session; (2) to transcribe the goal statement, for later duplication and distribution to participants; (3) to use as a part of the final session of the class as a means of review and evaluation of accomplishments in relation to each goal; and (4) to show how needs change, as the context and possibilities of the course expand the horizons of the participants.

learning needs and expectations in relation to the course. It could be combined with the TV variety show activity which was designed to share information about interests, background, and resources of individual participants. The drawback of combining the two in one activity is that participants are then asked to state course expectations at the beginning of the meeting. By separating the two activities, there is more time for group members to get to know each other and the leader, to think about the course and the opportunities it provides, and to observe the way it is conducted, before focusing on their own specific needs and expectations.

For this activity, divide the class into groups of four to six (if groups were used for a TV variety show or similar activity, the same groups should be reassembled).

> Ask each group to choose a leader (a different one than was used in previous group activity). Charge the leader of each group with the responsibility of discovering the personal objectives and expectations of each member of his group relative to the course. Charge each group with the responsibility of listing the needs, expectations, and goals on newsprint in writing large enough to be seen by the whole group. Advise the groups that after 20 minutes, each group will be called upon to share their list and comments about it with the whole class.

At the end of 20 minutes, call on each group to present its list of needs, objectives, and expectations relative to the course. As each group makes its presentation, the leader will make a master list of group expectations on the chalkboard (or on sheets of newsprint). When the list is completed, each item should be numbered. In order to get an idea of priorities present among the participants, the following exercise is suggested.

> Distribute sheets of paper and ask each of the participants to list the items by number vertically on his paper:
>
> 1. _____
> 2. _____
> 3. _____
>
> Tell the class that each member has 1000 points

to distribute among the total number of items. Ask them to indicate how they would spend their 1000 points by giving each item a certain number of points with their highest priorities in relation to the course receiving the largest number.

The leader should then collect these sheets and ask one or two of the group to help in quickly tallying the results, which should be shared with the whole class.

In preparing for this activity it may be helpful to have as an example, the expectations one group ranked highed. They were: (1) increase awareness of self; (2) increase awareness of those with whom we interact; (3) greater understanding of the work situation and work environment; (4) understand synthesis of numbers 1, 2, and 3; and (5) the organization's [participant's] relationship with changing society.

The leader should not try to make the group have a unified purpose, however, as there may be great diversity of purpose among participants.

While two members are completing the tally, the leader may have time to ask for suggestions from participants as to ways and means these priorities can be taken into account in the conduct of the course.

Two activities in this session (1) learning about the participants, and (2) pooling individual learning needs, are the most important part of the introductory session, for they provide an opportunity for modification of objectives. Objectives for the course should be derived not only from the curriculum (which was designed to meet the on-the-job needs of post-MLS librarians), but also from the evaluation of group needs as perceived by the leader of the course, and from evaluation of individual needs as provided by the participants themselves. It is essential that these two inputs modifying the original curriculum objectives be made before the class plunges into the content of the course, so that the leader can plan whatever modifications of the material and the method by which it is presented are necessary.

F. Review of Aids Provided for Participants

The leader should take a few minutes to review with participants the aids this course provides. These would include: (1) the Study Guide, as a reference tool; (2) enrichment modules; (3) annotated bibliographies;

(4) a special collection of readings; (5) work assignments. These aids are described in the prologue of the Study Guide, as well as in the introduction to this volume of the Leader's Handbook, so participants should be able to grasp the essential concepts of the course with a minimum of wasted effort.

G. Course Requirements

Depending upon the needs and backgrounds of those who enroll for the course, and the interpretation of those needs by the leader, the requirements suggested below may need to be changed or eliminated. It should be emphasized, however, that whatever requirements are to be made of the class members, they should be clearly explained to the participants, including a written summary of what the leader expects. The manner in which the leader proposes to use these requirements in relation to his decision to pass or fail a participant (or give a letter grade if that is an institutional requirement), should also be clearly explained. It is important at the beginning of the course to present enough of the structure of the course and its requirements so that the participants can start comfortably to work without having an uneasy feeling of not knowing what is expected of them or not knowing the scope and limits of the course. As the course proceeds, the participants will realize that within each of the requirements there is great freedom of choice in how to meet that given requirement, but this realization will come gradually and not cause feelings of anxiety that would tend to obtain if requirements were vague and scope of content indefinite.

Whatever requirements the leader decides upon, it should be made crystal clear at the beginning that the final grade for the course will not be turned in until all of the requirements have been met.

As outlined here, there are six requirements suggested for the course, as follows:

1. Report on Readings

Although freedom in reading from a large body of literature is encouraged, values from this reading can be increased by giving the participant an opportunity to react to what he has read in relation to his own personal experiences, values, or job situation. Ideally there should be opportunity to share personal learnings from readings in the class sessions, but time limitations and broad scope of readings make it unlikely that the participant will have this chance very often. Therefore, it is

important that the participant have an opportunity to comment on his personal learnings and how he feels they may help him in his library situation. Such comment should include an honest account of how (in what depth) the reading was done. The books reported on do not necessarily have to be those suggested either in the bibliographies or in the list of Readings. The leader may wish to suggest that articles or books discovered that would seem of particular value to others taking the course be noted for inclusion in future bibliographies.

If the leader decides to have a specific reading requirement, he may wish to use Form 2. If so, he should distribute sample copies of the form to participants when he discusses this requirement. A statement of the reading requirement might be expressed as follows to the participants:

> There are several aspects of this course which are required. One is a brief report on all the readings you have done for the course before the end of the course (specify date), with an indication of the manner in which you have read the book or article, your reaction to it in terms of your own personal experiences, values, or job situation, and an indication of the value you think it would hold for a library manager.
>
> For example, one might state: "Read chapter three, as it was listed in the unit reading list, but found the whole so valuable after skimming through it that I read and took notes on all of it"; or "I feel that this is extremely valuable to the library administrator in specifying ways participative management concepts might be introduced into the organizational plan of my library." Another might say, "...skimmed this whole book, but found it unrelated to the practical problems in my type of library, and so did not read it thoroughly or take notes on it." Or someone might state, "I read this article, but disagree with the author's whole philosophical and practical approach to the problems of individual motivation. I would not recommend it to a library administrator as being of any help to him." Or, one might list an article as "being the best

single summary of the development of management theory and why theory is important for every library manager. In my book it should be required reading for every library administrator."

Each reading should be submitted on a separate reading form, and the form should be filled out completely. The bibliographic notations should be as complete and accurate as you would make them for a list of publications put out by your library. The books and articles reported on need not be limited to those suggested in the Study Guide.

2. Research Task Force

The second requirement suggested is the formation of research task force groups. Explanation of this process to the participants might be similar to the following:

Each participant will join with one to three members of the class to form a research task force. Each such group will focus upon a major topic covered within the scope of the course, such as: anxiety, perception, motivation, organizational change, performance appraisal, selection by objectives, etc.

The function of the research task force is to read in considerable depth on research that has been done in that area so that when their particular topic comes up for discussion in class the task force can automatically be counted on to offer additional insights beyond the data presented in the Study Guide. It is not required that the task force write a paper covering all of their particular area of emphasis, but rather that they will be so well informed that they can enrich the total presentation of this topic. The task force will be required, however, to submit an evaluation of one piece of research that has been done in their area, following the outline provided in Form 3 -- Analysis of a Research Study.

Introductory Session

It is anticipated that each group will plan and discuss together the way they will fill out the form, and each member of the task force will receive the same evaluation for the analysis submitted.

The task force groups should constitute themselves as early as possible in the course to discuss ways and means they will use to cover their topic, discover relevant research and plan how their knowledge can be used most effectively during the class session. At least a week before their topic is scheduled to come up for discussion in class, the chairman of the task force group should discuss with the leader of the class the nature of the data they have investigated and what particular study they are using for in-depth analysis.

When making a decision as to the area in which the participants wish to constitute themselves as a research task force, urge them to think of their expectations in taking the course, so that the topic they choose will prove beneficial to them in their own job situations.

As soon as possible in the course, the task force groups should be formed, and their membership and subject for concentration should be reported to the leader. In this book, the summary outlines for each meeting of the course contain references for each major topic discussed that can be used as taking off points for a research task force group, and the leader should share these with the task force chairman as soon as an area of concentration is reported to him.

The purpose of this particular course requirement is to provide exposure to research and research methods used in behavioral sciences and to demonstrate to the participants that sound research should embody certain characteristics. Today there is considerable emphasis in librarianship on urging the library administrator to take research findings from the behavioral sciences and test their usefulness in actual library

situations. But the question is, "What research findings?" Hopefully such an assignment will make the participants sophisticated enough to thoroughly evaluate the research being reported to see if it is sound and merits testing. Particular attention should be paid to the last question on Form 3, insofar as class discussion is concerned: Based on your evaluation of this research study, would you recommend to a library administrator that he experiment in his library with the findings and recommendations reported?

3. Work Assignments

A third requirement which is suggested and also strongly recommended is the use of the work assignments in conjunction with the various sessions of the class. The purpose of the work assignments is to direct the thinking of the participant toward work-related concepts and the solving of on-the-job problems. Completing the assignments will not call for extensive reading or research on the part of the participants. Instructions for the completion of the work assignments are given in Form 4. As specified on this instruction form, the leader should assign each participant a letter code for use in submitting the work assignments, so that if need be, the assignments can be discussed in class without the originator being identified.

The work assignments are grouped together in one section of the Leader's Handbook: Aids. For each session there is a designated work assignment and it is hoped that the leader will integrate, in some manner, the concepts involved in preparation of the day's work assignment with those of the presentation of that day. It is recommended that a work assignment be turned in at every meeting of the class. There are some extra work assignments that the leader may wish to substitute for those designated, or he may wish to revise the assignments, combining or changing them in accordance with the emphases that he intends to make.

4. Self Evaluation

A fourth requirement suggested is that the participants turn in to the leader a statement of their own evaluation of their work in the course. The statement should include: (1) criteria by which they are judging their work; (2) a description of the ways in which they have met or failed to meet these criteria; (3) an indication of whether they feel they should pass or fail the course (or what letter grade they should receive if that is an institutional requirement), in keeping with the way they feel they have met or failed to meet their own criteria. If the participant's evaluation of his or her own work is quite at variance with that of the

leader, it is suggested that the leader have a personal conference with the participant to see if a mutually satisfactory evaluation can be agreed upon.

To help the participant establish the criteria for his evaluation statement, Form 5 is provided, and should be distributed at this time, if this requirement is to be made for the course. The leader should point out that this sheet is a guide only, and that the participant, in thinking through the evaluation process, may wish to modify the questions listed and make revisions in the form. It should be made clear that this modification is quite permissible and encouraged, but that the participant's list of criteria, whatever it may include, should be clearly stated as a part of the self-evaluation paper he writes.

5. Post-Meeting Reactionnaire

A fifth requirement is also of an evaluative nature: a post-meeting anonymous reaction sheet to be filled out by each enrollee after each session of the class (or after a certain sampling of sessions). It is suggested, however, that these reactions will prove the most beneficial to the leader if they are used after each class and that the participant be given time to fill out the sheet before leaving each session.

Pass out a sample of Form 6, and answer any questions the participants may have about the use of the form. It is suggested that after the form has been used a few times, it be discussed with the participants to get ideas of how it might be made more meaningful both to them and to the leader.

6. Final Course Evaluation

A sixth and final requirement suggested for the course is an overall evaluation for the course as a whole. It is suggested that this evaluation be turned in to the instructor in a sealed envelope. To guide the participant in this activity, evaluation sheets are provided which constitute Form 7. The participant should be told that he need not limit his or her remarks to the items listed there; he may add as much additional evaluative material as he wishes. The leader may wish to distribute this sheet now so that the participants will know on what the course evaluation is to be based, and so they will have a chance, at some point in the course, to suggest modifications for the form. The leader may, however, prefer to distribute this form at one of the last sessions of the class. But regardless of when the form is distributed, the participants should be told at the opening session that one of the requirements for the course will be their personal evaluation and reaction to the course as a whole.

H. Optional Film Presentation

F-1	"The Anatomy of a Group"

The small group as a process for learning and problem-solving is being viewed with increasing favor by people in a wide variety of professions. In the conduct of this course, small group learning and problem-solving will be a frequent experience. To help us understand how to participate effectively in small groups we will now see a film.

Show film, which takes 30 minutes.

After the film, it might be well to begin the discussion by asking such questions as:

--What is meant by "the small group process?"
--What are some general guidelines that apply to the use of small groups in learning situations?
--From the film, what guidelines can we establish for use in the small-group activities we have in this class, our research task force groups, for example?

From this film and discussion, the participants should receive some helpful suggestions concerning the nature of an investigative group, such as their research task force group.

In order to maximize the chances of success in using the small group as an investigative body the leader should: (1) define and sufficiently limit the research problem; (2) clearly delineate roles and individual assignments; (3) make certain that resources are adequate and obtainable; (4) provide a careful amount of monitoring during the course of the group's investigation; and (5) ensure that the feedback process is understood by all the participants. One of the learnings of the film is the different roles that the leader plays in relation to the small group, depending upon the objectives of the group.

Other films[1] that illustrate the small group process from various

[1] All films are annotated in the other volume of the Leader's Handbook.

points might be substituted for [F-1], or they might be recommended and made available for participants to view independently outside of class time. Some recommendations are the following:

F-2	"Learning in the Small Group"
F-3	"Diagnosing Group Operation"
F-4	"Sharing the Leadership"

If the group has access to an independent viewing station and the leader chooses to recommend films for independent viewing at this time, Form 8 could be passed out now, with some suggestions to participants about how to benefit most from individual viewing.

If the leader decides to emphasize small group learning here, or if participants express particular interest in the process, he may want to suggest some readings. The following might be suggested:

1. Learning in the Small Group: A Classroom Manual Based on a National Seminar. An I/D/E/A/ technical manual. Dayton, Ohio: Institute for Development of Educational Activities, 1971.

   An excellent summary outline of learning in small groups with the techniques of twelve variations or modes of small groups. Striking feature of the publication is the graphic illustrations of all modes presented. (Purchase price $2.00)
2. Bany, Mary A. and Lois V. Johnson. Classroom Group Behavior. New York: Macmillan, 1964.
3. Gulley, Halbert E. Discussion, Conference and Group Process. New York: Holt, Rinehart, Winston, 1960.
4. Hare, A. Paul. Handbook of Small Group Research. New York: Free Press, 1962.
5. Kaye, Barrington and Irving Rogers. Group Work in Secondary Schools. London: Oxford, 1968.
6. Leypoldt, Martha M. Forty Ways to Teach in Groups. Valley Forge, Pennsylvania: Judson, 1967.
7. Phillips, Gerald M. Communication in Small Groups. Indianapolis: Bobbs-Merrill, 1966.
8. Reichert, Richard. Self-Awareness Through Group Dynamics. Dayton, Ohio: Pflaum, 1970.

9. Shephert, Clevis R. Small Groups: Some Sociological Perspectives. San Francisco: Chandler, 1964.
10. Thelen, Herbert A. Dynamics of Groups at Work. Chicago: University of Chicago, 1954.

I. Participant Activity: Formation of Research Task Force Groups

It is suggested that at least the last fifteen minutes of the session (with the exception of a few closing remarks noted below) be given over to the participants to discuss among themselves how they may wish to group themselves into research task force groups. Before making a decision about the area on which they wish to concentrate, urge the participants to think of their expectations in relation to the course. These expectations will often provide them with a good clue to a subject that will prove beneficial to them. These research task force groups might be more informally thought of as "mini-workshops."

If the leader finds that the participants seem to flounder as to what area they would like to concentrate on, this time block might be given over to the leader's describing some of the areas of current research relative to the content of the course, which should spark some ideas for in-depth study on the part of the participants. It is not to be expected that the research task force groups will be finally formed in this period, but it gives an opportunity for the participants to find out what may be the interests of others. If the group is small, each member that feels so inclined might be asked to indicate what areas he would be most interested in and others with the same interest would then be alerted, and conversations started that might lead to group formation.

The ideal size for a research task force group is three participants, and four is the maximum that should constitute such a research group. To make the division come out correctly, it may be necessary to have one group of two, but this is not recommended unless necessary.

In order for the members to contact each other between class periods, there should be a list established of class members' names, addresses, and phones at home and work. If no one of the group volunteers to prepare such a list, the leader should have one mimeographed for distribution at the next session.

Introductory Session

J. Summary

Unless circumstances and the group's interest indicate otherwise, this would be a good place to round off the meeting. To do so you might repeat that the meeting's basic objective has been to set the climate for the course, identify resources -- human and material -- and indicate the scope and patterning of the course.

K. Briefing for Next Session

Distribute Work Assignment 1, and assign participants letter codes if not already done. Remarks such as the following will serve to explain the assignment and set the stage for the next meeting:

> Just before we break up for today, I want to pass out one more item. It is Work Assignment Number 1. It focuses attention on the philosophy of management which is directly related to the content of our next session. Please write your answers to the work assignment as indicated on the sheet, according to the directions on Form 4, distributed earlier, remembering to identify your paper with your letter code rather than your name.
>
> As you will note from the Study Guide, the subject of the next session is the evolution of modern management -- focusing on its underlying philosophy and assumptions, and the work assignment is directly related to that subject.
>
> Before the next session, I hope you will look through the Study Guide so you can see in more detail the general direction in which we are heading. And take some time to continue what we have begun here in our first meeting -- think about your job, your library, and what you would like most to learn in order to help improve the effectiveness of both.
>
> And then I would recommend that you begin by doing some serious reading. Find out as much as you can. The annotated bibliography at the end of Unit I in the Study Guide will help to get

you started. Pick from it what interests you most. The special collection of Readings will also help you, as they focus on human behavior in organizations from a number of different perspectives. Some you will agree with, others you will probably not agree with. But the main thing now is to get started, and see what you can find that will be of use to you.

In discussing the reading, the leader has the opportunity to highlight whatever he wishes particularly to emphasize. It is recommended, however, that participants be allowed considerable leeway in what they read. The leader's job -- often a difficult one -- is to inspire them to read widely in new areas as well as in familiar areas, without making specific required reading assignments.

Normally at this point at the close of each session you would distribute and give the participants time to fill out Form 6 -- the post-meeting reactionnaire. However, as this is an introductory, climate-setting meeting and does not pertain to the content of the course, some of the questions would not be answerable, so you may wish to skip this activity for this session.

As the participants leave, collect from them, if you have not already done so, Form 1 -- the identification and expectation sheets.

1 UNIT 1
MANAGEMENT:
A SYSTEMS PERSPECTIVE
AND APPROACH

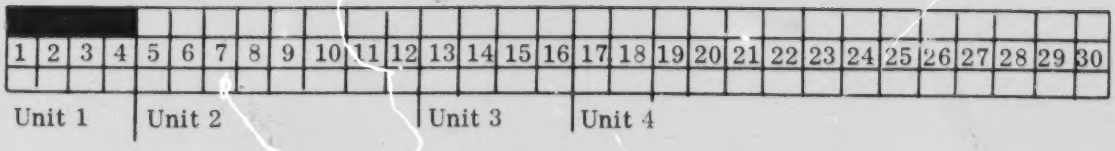
SCHEDULE BLOCKS

UNIT 1

75 Min. Periods	
Pre-Session	Introduction of leader and participants and introduction to design of the course
	Work Assignment 1
1	1.1 Evolution of Modern
2	Management
	Work Assignment 2
3	1.2 Objectives of of
4	Management
	Work Assignment 3

Each solid block represents one class session and implies a 150-minute instructional session. The course is planned for 15 weeks with two 75-minute periods each week. The words in each block indicate only the basic concepts under consideration. The Arabic numbers correspond to unit numbering in the course outline. Work Assignments to be assigned and completed outside of class are also indicated.

Proposed Periods



1 OVERALL OBJECTIVES

UNIT 1

1.1 Evolution of Modern Management.

- 1.11 To trace briefly the evolution of management concepts to 1900.
- 1.12 To examine briefly the need for organizations, the phenomena they produce, and how these phenomena affect the management process and the worker.
- 1.13 To examine the concepts of scientific management and its impact on management thought in the early 20th century.
- 1.14 To show why the theories and concepts of the behavioral sciences have become increasingly significant in current day management thinking and study.
- 1.15 To examine the effect of unions on employees and management.

1.2 The Objectives of Management.

- 1.21 To examine the objectives of management.
- 1.22 To examine top management's expectations of its managers and supervisors.
- 1.23 To examine how supervisors respond to management's expectations.
- 1.24 To examine some management assumptions about human nature and how these assumptions affect managerial strategy.

1 OBJECTIVES

UNIT 1
SECTION 1

1.1 Evolution of Modern Management.

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1.15 To examine the effect of unions on employees and management.

Unit 1: Section 1

EVOLUTION OF MODERN MANAGEMENT

Summary Outline of Meeting on:
EVOLUTION OF MODERN MANAGEMENT

Objectives for the Meeting:

A. To gain an overview of the development of the basic assumptions of management on which organization theory is based today.

B. To examine the development of management as an area of study and investigation.

C. To explore the manner in which the human relations movement evolved.

Evaluation:
Participants will be considered to have understood the concepts presented when they have demonstrated that they are able to apply the learning they have accomplished to questions discussed in the meeting. In addition to the leader's direct personal appraisal of the participant's progress, the following measures will be used:

A. The ability of the participants to express through role playing (or a drawing activity) the type of management philosophy that exists in their libraries today.

B. The ability of the participants to express through role playing (or a drawing activity) the way they would like to see management philosophy actually implemented in their libraries.

Pre-Meeting Preparation:
A. Completion of Work Assignment 1.

B. Reading, as discussed at conclusion of last meeting.

Materials Needed:

Chalkboard, or portable easel with pad.
Chalk or marking pens.
T-1 through T-11 as selected by the leader.
Overhead projector.
Sufficient newsprint for each participant to have 3 sheets (if leader elects drawing activity).
Felt tip pens for everybody (if drawing activity elected).
Work Assignment 2 -- sufficient copies for all participants.
Sufficient copies of the following forms (if leader has decided to use them)
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
H-1:1 -- Enough copies of this case study for all participants.

Opening the Meeting

State the objectives for the meeting in your own words.

Outline briefly the sequence of activities that will make up the meeting:

A. Discussion of the importance of human relations in libraries today.
B. Lecturette and discussion questions on the evolution of modern management, with emphasis on the development of the human relations approach.
C. Role playing sequence (or drawing activity) showing first the management philosophy that exists today in your library, and then the management philosophy you would like to see operative in your library.
D. Summary
E. Briefing for next session.

A. Content Presentation:

The Importance of Human Relations in Libraries Today

In this meeting, possibly more than in any other meeting in the course, the leader will probably devote a large proportion of the time to presenting the historical overview by means of the lecture method.

Designs for Learning

The presentation can be made more interesting and meaningful to the group if some questions are interspersed having direct application to the participants' work experiences. Suggested questions are keyed to the content outline of the Study Guide by means of numbers.

Various transparencies have also been suggested which the leader can use to emphasize special points throughout his lecturette.

The leader might open up his presentation by asking a question such as the following:

> Why do you think library administrators, managers, and supervisors are so interested in human relations in libraries -- the human side of libraries -- at this time? (1.11)

According to a recent study of the self-perceived needs of practicing librarians and the educational needs of librarians as perceived by top-level library administrators, one of the underlying problems facing the profession today was found to be lack of skill in the area of library administration. Post-MLS training to increase knowledge and understanding of the human side of libraries -- human relations in libraries -- was felt to be a principal need.

The study showed that the educational background of the librarians participating had not provided adequate knowledge on which they could draw to help them deal effectively with human relations problems in libraries. If the leader cares to emphasize this point, it is suggested that he show T-1.

> T-1 -- Percentage Distribution of MLS Respondents by Baccalaureate Major
>
> Although 63% of the librarians participating in the study were in administrative jobs, only three of them had an undergraduate major in administration or management, and only one had a Master's

[1] James J. Kortendick and Elizabeth W. Stone. Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers. Final Report, Phase I. (Washington, D.C.: Department of Library Science, The Catholic University of America, 1970)(ED 038 985), pp. 74-75.

degree in the area. Of their baccalaureate degree,

41% were in the humanities and arts;
29% were in the social sciences;
11% in the applied sciences;
7% in education;
3% in library science; and
9% did not specify a major field.

The leader might point out that in the interviews with the top-level administrators (designated as interviewees in the study) -- the decision makers who decide who is chosen for employment in libraries and who is promoted--75% of them felt that the most important educational need at the post-master's level is in the area of human relations. All of them felt it important that such a course be offered.[1] If the leader cares to emphasize the point, he might show the following transparency.

T-2 -- Courses Receiving Highest Rankings by Top-Level Library Administrators

This chart shows that the top-level administrators (interviewees) ranked a course in human relations the most important of the 78 courses listed. They further indicated that what they considered the most important result from post-MLS courses was that middle and upper-level library personnel become "agents for change within the library."

B. Content Presentation:

Evolution of Modern Management

In introducing his lecturette on the historical evolution of modern management, the leader may wish to use the following transparencies, based on verses 25 and 26 of the 18th Chapter of Exodus. They illustrate in cartoon fashion that the basic management concepts are as old as civilization itself. They should be shown in the following order.

T-3 -- The Flight of the Israelites.
The Old Testament describes the problems of Moses in leading the children of Israel

[1] Ibid., pp. 212-213.

out of bondage from Egypt. In fact, it took the Israelites 39 years to reach Elath because of wandering aimlessly about.

T-4 -- Disorganization
Through this period, Moses was sorely taxed, for everybody came to ask him how to solve various problems, and he was overwhelmed.

T-5 -- Jethro's Advice and Counsel to Moses
Speaking to Jethro (his father-in-law) about this problem, Moses was advised to divide the people up into groups with a leader for each group. These leaders would then report to Moses.

T-6 -- Organization
Following the scheme suggested by Jethro, we see the chart illustrating the groups of 1000, 100, 50, and 10. The result of reorganization: delegation and accomplishment of the goal.

T-3 -- The Flight of the Israelites
The right side of the map shows that after reorganization the Israelites were able to finish their journey in only 9 months.

As he proceeds with his lecturette, it is suggested that the leader intersperse questions such as the following:

> Do you think the use of human resources for service rather than for production of material products, in itself, demands a change from past management philosophy ?[1] (1.124)
>
> What conditions or factors would lead to the tacit assumptions that workers have no aspirations, dislike work, are uncooperative, bored, lazy ?(1.113)

[1]Warren G. Bennis. "The Leader of the Future," Public Management, 52:13-19, March, 1970.

Unit 1, Section 1

What specific library activities and practices illustrate the concept that the responsibility for production is inherently the province of the supervisors, rather than the province of the workers? (1.134)

Do you think the success of industrial standardization of parts, equipment, and methods tended to make management think it would be effective to standardize the work also? Have you observed evidence of this in the libraries where you have worked? (1.1344)

What have you observed to be the role of money as a motivator in relation to other motivators among the librarians with whom you have worked? Do you feel that money is the all-important motivator? That it is an unimportant motivator? Have you observed that under certain conditions money is a powerful motivator? What is the true perspective that should be placed on money as a motivator? (1.137)[1]

It has been estimated from private polls of workers that very few workers feel they produce anywhere their full potential. Based on your own experience, why don't workers produce fully? (1.141)

From your own experience, what are the kinds of things that supervisors do that damage your own motivation and initiative? (1.1426)

How would you compare the views of management in 1900-1930 to those of 1940-1970? What factors, events, have led to the change in thinking? (1.147)

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[1]Charles D. McDermid. "How Money Motivates Men," in Fremont A. Shull and Andre L. Delbecq, eds., Selected Readings in Management. 2d. series. (Homewood, Ill.: Irwin, 1962), pp. 374-382.

What are the specific difficulties you personally find in supervising people? (l.1488)

Depending on the time, interest, and learning level of the group, the leader may wish to use the two enrichment modules on the history of management thought, either as an instructional package to provide a basis for class discussion, or as a resource package for individual study or research.

In discussing the effect of unions on employees and management (l.17), the leader may want to use the enrichment module on unionism. This enrichment module contains an annotated bibliography pertinent to unions in libraries, and has been prepared for librarians involved now, or expecting to become involved, in negotiating union contracts. Unions in libraries would appear to be a timely subject in view of the fact that they have recently become a major factor in the management of an increasing number of library systems.

C. Participant Activity:
Role Playing

After the lecturette, the leader should divide the class into groups, preferably no more than 6 to a group, although the number will depend on the size of the total group and the amount of time available.

1. Ask participants to develop short role-plays that will portray the management philosophy existing in their library at the present time. (No words should tell the name of the philosophy portrayed, but it should be evident, and the rest of the group should try to identify it.)

2. Ask the groups -- they can be redivided into different groups if time allows -- to portray the kinds of management philosophy they would like to see in operation in their libraries.

In both of these role-plays, the idea is to demonstrate the philosophy so clearly that it is not necessary for the role players to specifically mention or hint at the name of the philosophy portrayed.

Through these role-play activities and the subsequent discussion, basic concepts will be brought out, emphasized, and will tend to become a part of the personal experience of the group members. Such group participation tends to add the feature of personal involvement to the session which otherwise is chiefly a content presentation meeting.

Alternative Participant Activity:
Symbolic Drawing

If the leader prefers in this first content session to get reactions from individual participants rather than from groups of them, a drawing activity could be substituted for the role plays.

Pass out three sheets of newsprint and a felt pen to each participant, and give directions such as the following:

> First, using one sheet of newsprint draw a picture of how it feels to be in your organization today (right now). Be as innovative or creative as you like -- your drawings may vary in style from conventional organization charts to imaginative symbolic representations. Make your drawing large enough so that it can be posted on the wall for all to see.
>
> Next take another sheet of newsprint (the extra sheet allows for false start or preliminary sketching) and draw another picture of how you would like to be able to feel in your library three years from now.
>
> After both drawings are complete, post your drawings on the wall, side by side, and be prepared to explain your two drawings to the group.

As the participants explain their drawings, others in the group should be permitted to ask questions to clarify the author's intent. As these presentations are being made, the leader may wish to gather together common themes and problems, or significant differences of opinion, and list them on the board or transparency.

Designs for Learning

These drawings can be an effective way of discovering issues that may be buried; drawings often show what people want and hope for in their work place as opposed to what they are now experiencing.

It is suggested that the drawings be used to relate the basic assumptions of management philosophy (as presented during the session) to present conditions existing in the participants' libraries and to conditions as the participants would like to see them in their libraries.

D. Summary

The closing discussion that follows the role plays -- or drawing activity -- should re-emphasize the chief objectives brought out in Unit 1.1 of the Study Guide, and should also be related to the data that the participants prepared in connection with Work Assignment 1.

E. Briefing for Next Session

If one of the assignments chosen for the course was the formation of research task force groups, it would be well to allow some time at the end of the meeting for these groups to get together, following the leader's briefing for the next session. During their time together toward the end of the class, the groups might report on progress they had made since the last session, ask the leader any questions they may have about procedures or sources, and outline their next activities.

> Just before we divide up into our research task force groups, I want to pass out Work Assignment 2, which centers attention on the organizational structure of your library organization and the interrelationship of your work to the total system. In writing about your library organization, you might think about the fundamental question Samuel Taylor Coleridge asked some 150 years ago: "What is organization but the connection of parts in and for a whole, so that each part is, at once, ends and means ?"
>
> You may have seen this question recently yourselves, if you read Mee's "Profiles of the Future: Speculation about Human Organization in the 21st Century," which is

included in the Readings.[1] And if you haven't read it, I recommend it highly for anyone who is thinking about organizational change and what such change means to people who work in organizations.

Of particular help in gaining a background for the next session, which deals with the basic assumptions upon which management theory is based, it is suggested that you might wish to read Chapter 3, "Motivational Constraints: The Decision to Participate," in March and Simon's Organizations,[2] pp. 34-82. This particular chapter deals with the methods that managers use to control the end results (products) of the work efforts for which they have been responsible; it shows that organizational control depends partly on the behavior of the organization, such as its supervisory practices, and partly on factors largely outside its control, such as general economic conditions.

In whatever readings you do, watch for the type of controls that managers use over behavior in organizations. There are three major types. Each has its own standards, its own monitoring system, and its own system for correcti action when behavior does not meet standards. These are: organizational controls, group or social controls, and individual or self controls. A helpful chart which compares these in relation to five organizational variables is found in one of the Readings, Dalton's "Motivation and Control in Organizations."[3] This whole essay, as a matter of fact, merits attention because it traces

[1]John F. Mee. "Profiles of the Future: Speculation about Human Organization in the 21st Century," Business Horizons, 14:5-7, 10-16, February, 1971. (Readings.)

[2]James G. March and Herbert A. Simon, Organizations (New York: Wiley, 1958), pp. 34-82.

[3]Gene W. Dalton, "Motivation and Control in Organizations," in Gene W. Dalton and Paul R. Lawrence, eds., Motivation and Control in Organizations (Homewood, Ill.: Irwin and Dorsey, 1971), p. 15. (Readings.)

historically the relationship between motivation and control, and discusses the various ways managers have tried to effectively bring the capabilities of the organization to bear on the tasks needed to meet the organization's objectives.

Before the members leave the meeting, distribute Form 6 -- the post-meeting reactionnaire, and ask them to fill it out so that it can be collected before the group disperses.

Also pass out copies of the case study H-1:1 so participants can become familiar with it before the next meeting.

If one of the course requirements is to report on readings, the leader may wish to have a supply of blank reading report forms (Form 2) available for the participants to use in connection with their reading for the next session.

SPECIAL NOTES TO THE LEADER:

Review of Introductory Material

After this session, you may wish to refer back to the introduction of this book to refresh your memory on the purpose, intent, and use of the book's various formats and parts. Now that you have completed the first content session it will probably be easier to understand this material than it was before.

Evaluation of Work Assignments:

At some point after the completed work assignments are turned in each week during the course, you will need to read each one and reach a conclusion as to how well the participants are interpreting the meeting discussions and materials. This will be a subjective process, but it will provide valuable clues with respect to the quality of learning in the group. If you wish, you might ask another informed person to read the work assignments as they have accumulated for each individual and give you his independent interpretations. This procedure would add to the reliability of the evaluations.

Unit 1, Section 1

MANAGEMENT GAME AS OPTIONAL ASSIGNMENT

In the section on Games in the Leader's Handbook, G-3 deals with the functions of management and might be used as an assignment to emphasize the concept of the various functions involved in management. The scoring of the game takes sometime and could not be accomplished during the class period, so the discussion of the results of the game would have to be defered to the class period after the game was turned in by parti participants.

An alternate timing would be to have the participants play the game at the end of Unit 1.1 in anticipation of the content of Unit 1.2. In this way the results could be tabulated before the session dealing with the functions and objectives of management (Unit 1.2), and discussion relative to the results could be incorporated into the design for the class session.

The introduction to the section on Games in the Leader's Handbook:Aids suggests that a topic that might be dealt with by a research task force group is the study of management games and the actual construction of a game dealing with some part of the course. The leader may wish to suggest to the participants the possibility of game construction as one type of activity they might wish to chose for their task force project.

1 OBJECTIVES

UNIT 1
SECTION 2

1.2 The Objectives of Management.

1.21 To examine the objectives of management.

1.22 To examine top management's expectations of its managers and supervisors.

1.23 To examine how supervisors respond to management's expectations.

1.24 To examine some management assumptions about human nature and how these assumptions affect managerial strategy.

Unit 1: Section 2

THE OBJECTIVES OF MANAGEMENT

Summary Outline of Meeting on:
THE OBJECTIVES OF MANAGEMENT

Objectives for the Meeting:

A. To consider the objectives of management.

B. To examine top management's expectations of managers and supervisors.

C. To examine employee expectations of employers.

D. To examine how supervisors respond to management's expectations.

E. To explore some management assumptions about human nature and how these assumptions affect managerial strategy.

Evaluation:
Participants will be considered to have understood these concepts when they have demonstrated that they are able to apply the learning they have accomplished both during home study and during the meeting to questions discussed in the meeting. In addition to the leader's direct personal appraisal of the participant's progress, the following measures will be used:

A. The ability of the participants to define the functions of management.

B. The ability of the participants to express managerial assumptions through model building or role playing.

Unit 1, Section 2

Pre-Meeting Preparation:

A. Completion of Work Assignment 2.

B. Reading, as suggested at conclusion of last meeting.
James G. March and Herbert A. Simon. Organizations (New York: Wiley, 1958), pp. 34-82.
Gene W. Dalton. "Motivation and Control in Organizations," in Gene W. Dalton and Paul R. Lawrence, eds., Motivation and Control in Organizations (Homewood, Ill.: Irwin and Dorsey, 1971), pp. 1-35. (Readings.)

C. Case Study [H-1:1]

Materials Needed:
Chalkboard, or portable easel with pad.
Chalk or marking pens.
Newsprint -- approximately 1 sheet for each participant.
Overhead projector.
[T-12] and [T-13] -- if the leader chooses to use them.
Sufficient copies of the following:
Work Assignment 3
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique
[H-1:2] and [H-1:3]
Case study -- in preparation for the meeting on adjustment. Enough copies for all participants (alternate activity).

Opening the Meeting:
State the objectives for the meeting in your own words.

Outline briefly the sequence of activities that will make up the meeting.

A. Lecturette on the objectives of management.
B. Analysis of management functions through case study (or small group discussion)
C. Discussion of responsibility and loyalty, and other expectations in organizations.
D. Model building (or role playing) to indicate

the chief assumptions of different schools of management thought.

E. Summary.

F. Briefing for next session.

A. Content Presentation:
The Objectives of Management

In his presentation, the leader might follow the Study Guide outline (1.21), perhaps discussing the relationship of management functions to the accomplishment of management objectives. A useful chart with which to illustrate his presentation can be found in: R. Alec Mackenzie, "The Management Process in 3-D," Harvard Business Review, 47:80-87, November-December, 1969. (Readings.) It is recommended that the leader not go into a detailed description of management functions, but that participants themselves become involved in this activity.

B. Participant Activity:
Analyzing the Functions of Management (Case Study)

The purpose of this activity is to consider the functions of management within the context of the case study which was passed out at the end of the last meeting, H-1:1 . Divide the participants into groups of at least 3 members (and no more than 5 or 6 at most). Each group should be assigned a particular function of management, and the charge would be something like the following:

> Each group is to approach this case study using as a starting point the particular function of management assigned to it. What does the function mean in the context of this case study? How does it relate to other management functions?
>
> Try to come up with some solutions to the problems -- or steps that might be taken to reach solutions. Be prepared to share with the rest of the group how the function assigned to you can best be applied and interrelated with other functions to solve the problems presented in this case study.
>
> When the discussions are finished, each group will share its conclusions with the entire group --

using newsprint to list key concepts, and a short oral presentation.[1]

Alternate Participant Activity:
Analyzing the Functions of Management
(Small Group Discussions)

Divide the participants into small groups, and to each assign the task of defining one function of management.

The following charge might be given to the groups:

> In our Study Guide, five functions of management are itemized, but at various periods in time, various writers have itemized functions in different ways, some preferring a rather long list, others a very short list.
>
> Each group now is to discuss the function assigned to it. Construct a working definition of that function, including its relationships to other management functions. Use as a basis for your definition your thoughts about the organizational structure of your own library. Keep in mind what you were thinking as you prepared the work assignment for today. Keep in mind also the reading you have done, and, of course, experiences you have had in your library.
>
> When the discussions are finished, each group will share its conclusions with the entire group -- either by symbolic representation, using newsprint, and/or by means of a short statement defining and analyzing the particular function -- the kind of statement that would be useful to distribute to a class which was studying management functions.

After each group presents its definition, an opportunity should be given to the total group to see if anyone has ideas for improving it.

[1] For more information on case study method, see SPECIAL NOTES TO THE LEADER at the end of the summary outline for this meeting.

C. Content Presentation:
Discussion of Responsibility and Loyalty, and Other Expectations

In carrying out management functions, supervisors and managers are expected to: (1) assume responsibility, (2) be loyal to the organization, (3) think creatively, and (4) help solve organizational problems.

It is suggested that the leader take some time to discuss these four expectations of supervisors and managers. He might lead off with a discussion of responsibility, first defining it himself and then asking participants to cite examples of situations in their work in which managers or supervisors have tried to shift their responsibility in a given area.

> Let's take a few minutes for you to give your views of how this concept of "assuming responsibility" actually works in the job situation. Can you give a specific situation in which a superior tried to shift responsibility, perhaps saying or implying that he was not accountable for some action? Can you give a specific situation in which a head of a library, for example, said that he or she was not responsible for something that occurred for which he or she was being criticized because he had "delegated the responsibility" for that activity or area of work to some member of his staff? What were the results of this stand taken by the librarian?

After a brief discussion of the subject of loyalty to the organization, the leader might ask, in keeping with the last question in Work Assignment 2:

> Among the newer or younger employees in your library, do you find that they differ from older employees in regard to their concept of loyalty to the library? How would you describe these differences? What do you think has caused them?

After a discussion of thinking creatively and solving organizational problems, the leader might shift from management's expectations of managers and supervisors to employees' expectations of their employers.

> Thus far in this session we have been discussing the expectations of top administrators regarding their managers and supervisors. There is another area of expectations, however, that we should also consider briefly: the expectations employees have of their employers. In the Readings, there is an article in which Beckhard[1] states that an entirely new set of expectations has arisen between employee and employer than was in existence even 10 years ago. What do employees today expect of their employers? How do these expectations correlate with those we have just discussed?

The leader might then turn the discussion to the subject of how supervisors respond to management's expectations.

> Having looked at the expectations of top management toward managers and supervisors, and having looked at the expectations of employees toward employers, we next turn to examine how supervisors respond to the expectations of management and what dilemmas they face in trying to meet them.

This discussion would then lead to the subject of managerial strategies --what managers have tried to do to obtain the worker's efforts needed to accomplish the goals of the organization.

D. Participant Activity:
Model Building (or Role Playing)

To illustrate the fact that managerial strategies are predicated on assumptions about human nature, and to summarize some of the main concepts presented in this and the previous class session, it is suggested that the class be divided into groups to examine managerial assumptions about what workers are like. Such assumptions are composed of generalizations about man, and have been referred to as "models of man." Three such models, discussed in some detail in the Study Guide (1.24) are:

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[1]Richard Beckhard. "McGregor Revisited and Reaffirmed," BNA Films Projector: 2-3, January, 1971. (Readings.)

rational-economic man, social man, and self-actualizing man.[1]

> Each of the groups should be given the charge to develop one of the above models of man in the work situation based on the material presented in class and in the Study Guide. A variation of developing a model that might be used by the group, if it prefers, would be to role play a manager in an actual situation with some of his workers, and the strategy he might use in trying to motivate or control them.

In his comments at the close of the group presentations, the leader should make clear that these models are composites which do not represent actual people in work situations, but rather are abstractions useful for purposes of analysis.[2]

E. Summary

In summarizing, the leader may want to recommend some films for independent viewing by participants. The following short film series, for example, is pertinent to material covered in the first unit of the Study Guide:

F-5 -- "Man the Manager"

F-6 -- "Man the Manager Case Histories"

The first film is 12 minutes, the second 7 minutes.

F. Briefing for Next Session

Looking forward to our next meeting, we will

[1]A more detailed presentation of these models can be found in Edgar H. Schein, Organizational Psychology (Englewood Cliffs, N.J.: Prentice-Hall, 1965), pp. 47 -63; and a summary of this material is found in Gilbert B. Siegel, "Management Development and the Instability of Skills: A Strategy," Public Personnel Review, 30:15-20, January, 1969.

[2]In this connection, the leader might mention Paul Nash, Models of Man: Explorations in the Western Educational Tradition (New York: Wiley, 1968)--a book which attempts to show how great thinkers in the past have shaped American values today. A historical approach to the subject of models of man.

be starting a new unit, which deals with the nature of personality. It presents one model of human behavior in some detail, and surveys other models.

The next unit gives us an opportunity to re-examine our assumptions about human behavior, and helps us see why it is so important that the manager have a good understanding of human behavior in order to create the type of work situation in which the individual employee will be motivated to use his full potential and will have opportunities to grow and develop on the job.

We will be discussing first one model of human behavior based on dynamic theory. Then we will be examining the key elements of that model.

Rather than suggesting specific readings on the dynamic theory model, in preparation for the next meeting, the leader may find that participants can be best introduced to the subject of personality theory be choosing themselves one theory to read about in some depth. He might suggest that participants select whatever theory interests them most and read about it. Some specific knowledge about one theory will very likely make more meaningful to participants the upcoming group discussion on the dynamic theory model.

In recommending reading, therefore, the leader might suggest:

Calvin S. Hall and Gardner Lindzey, Theories of Personality. 2d. ed. (New York: Wiley, 1970), pp. 3-35. This section provides much useful information for approaching and evaluating different personality theories.

In-depth reading about one theory of personality. The annotated bibliography in the Study Guide provides several suggestions which will be helpful here.[1]

[1] In addition to the volumes suggested in the Study Guide, the leader might consider recommending Ledford J. Bischof, Interpreting Personality Theories. 2d. ed. (New York: Harper and Row, 1970).

As the next meeting is scheduled to cover two topics, first the dynamic theory model and then one of the key elements of that model, adjustment, the leader may also wish to recommend some reading on the subject of adjustment. One possibility would be the following:

> Donald M. Wolfe and J. Diedrick Snoek. "A Study of Tensions and Adjustment under Role Conflict." The Journal of Social Issues, 18:102-121, July, 1962. (Readings.)

Before the group disperses, hand out Work Assignment 3, and the post-meeting reactionnaire (Form 6), giving participants time to complete the latter and turn it in before they leave.

If films are available for independent viewing, copies of Form 8, the viewer's film critique, should also be made available.

If the leader has decided to use a case study in connection with the meeting on adjustment, copies should be passed out at this time, with appropriate instructions to the participants.

SPECIAL NOTES TO THE LEADER ON THE USE OF THE CASE METHOD

It is the responsibility of the leader to see that the participants become involved in the case by provoking discussion, argument, or debate. He must play the role of provocateur, not lecturer. When case studies are being used, the role of the leader is democratic in its orientation. He assigns the cases for discussion, encourages sustained and critical thinking, stimulates effective reasoning by questions, and guides consideration of the issues involved. For example, in reaching possible solutions the leader should emphasize the necessity of the group's going through specific specific steps.

1. Determine the problem and its scope.
2. Analyze the data that has contributed to the problem.
3. Interpret and weigh the evidence that bears on the situation.

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[1] Two helpful references on the case method are: Mildred Hawksworth Lowell, The Management of Libraries and Information Centers. Vol. I: The Case Method in Teaching Library Management. (Metuchen, N.J.: Scarecrow, 1968), and Allen A. Zoll, Dynamic Management Education. 2d. ed. (Reading, Mass.: Addison-Wesley, 1969).

4. Arrive at alternative solutions.
5. Select the best solution.

The leader should avoid making judgments on the comments or positions taken by the participants and should try at all times to create a climate in the classroom which indicates acceptance of what each person has to contribute.

Different educators differ in regard to how they answer -- or do not answer -- questions directed to them during a case study. It seems to be the feeling among many that the leader should never answer questions about the case directly, but refer questions to a group or individual, or try to bring out answers from the questioner by asking additional questions. Other leaders consider themselves as consultants and announce to their groups that they see themselves in this role. In other words they are available to play the role of a consultant to any group, upon group (not individual) request. Being invited, the leader can either accept or join the group as a consultant or not, depending upon the situation as he or she sees it. In other words the case study is related to a real work situation in which a group working on a problem decides to bring in a consultant, and the consultant has a choice of whether or not he joins the team.

This case was written for this unit in order to show the interrelationships of the various management functions in an actual library job situation.[1] Like most problems involving employee-supervisor relations, it is not an "open-and-shut" case. It is not possible to find an easy "out" for employees or the supervisors, and consequently it motivates the participants to give their best efforts to an examination of the issues involved.

Handouts that may be used to help the participants gain a greater understanding of some of the special equal employment opportunity aspects of this case are provided in H-1:2 and H-1:3. The leader might give these out at the preceding session along with the case study, or prefer to hand them out following the discussion of the case to give those particularly interested in equal employment opportunity phases of the case a take-off base for further study.

[1] This case study was written by Sara Case, editor of this volume.

2 UNIT 2
THE WORKER--HUMAN BEING/ PERSONALITY: A SYSTEMS PERSPECTIVE AND APPROACH

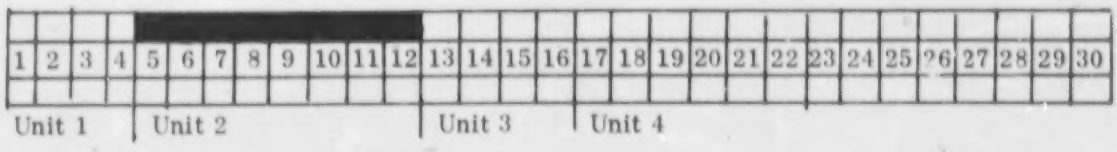
2 SCHEDULE BLOCKS

UNIT 2

75 Min. Periods	
5	2.1 A Model of Human Behavior
6	2.2 Adjustment
	Work Assignment 4
7	2.22 Drives -- Needs
8	2.23 Frustration
	Work Assignment 5
9	2.24 Aggression
10	2.25 Punishment
	Work Assignment 6
11	2.26 Anxiety
12	2.3 Other Theories of Personality
	Work Assignment 7

Each solid block represents one class session and implies a 150-minute instructional session. The course is planned for 15 weeks with two 75-minute periods each week. The words in each block indicate only the basic concepts under consideration. The Arabic numbers correspond to the unit numbering in the course outline. Work Assignments to be assigned and completed outside of class are also indicated.

Proposed Periods



2 OVERALL OBJECTIVES

UNIT 2

2.1 To present and explore one model of human behavior, based on dynamic theory, in order to provide participants a deeper understanding of some of the factors underlying man's behavior.

2.2 To examine individually the key elements of the frustration-aggression model of human behavior.

2.3 To provide an awareness of some different theories of personality and their possible relevance to understanding employees in the work situation.

2 OBJECTIVES

UNIT 2
SECTION 1

2.1 To present and explore one model of human behavior, based on dynamic theory, in order to provide participants a deeper understanding of some of the factors underlying man's behavior.

2.11 To briefly examine human behavior in terms of its biological determinants.

2.12 To develop in brief form a frustration-aggression model of human behavior.

2.13 To consider both the usefulness and the limitations of this model as a conceptual tool.

Unit 2: Section 1

THE DYNAMIC THEORY MODEL OF HUMAN BEHAVIOR

Summary Outline for Meeting on:
THE DYNAMIC THEORY MODEL OF HUMAN BEHAVIOR
and
ADJUSTMENT, ONE OF THE KEY ELEMENTS OF THAT MODEL

Objectives for the First Half of the Meeting:

A. To explore the dynamic theory model of human behavior.

B. To consider patterns of personal and organizational behavior that fit the model.

Evaluation:
Participants will be considered to have understood these concepts when they have demonstrated that they are able to apply the learning they have accomplished, both through home study and during the session, to situations discussed in the meeting. In addition to the leader's direct personal appraisal of the participant's progress, the following measure will be used:

A brief activity in which participants are asked to give examples of patterns of personal and organizational behavior that fit the model under discussion.

Pre-Meeting Preparation:

A. Completion of Work Assignment 3.

B. Reading as discussed at conclusion of last meeting.
Calvin S. Hall and Gardner Lindzey, Theories of Personality. 2d. ed. (New York: Wiley, 1970), pp. 3-35.
In-depth reading about one theory of personality.

Unit 2, Section 1

Materials Needed:

Chalkboard or portable easel with pad.
Chalk or marking pens.
Sufficient copies of the following:

- Work Assignment 4.
- Form 2 -- Report on Readings
- Form 6 -- Post-meeting Reactionnaire
- Case studies -- if the leader has decided to use them in connection with next week's meeting.

Opening the Meeting:

State the objectives for the first half of the meeting in your own words.

Outline briefly the sequence of activities that will make up this portion of the meeting:

A. Lecturette on the dynamic theory model of human behavior.
B. Small group discussions on individual and organizational behavior (or alternate activity --general group discussion, or model building and problem posing -- depending on size of group and inclination of the leader).
C. Brief summary.

A. Content Presentation:

The Dynamic Theory Model of Human Behavior

In beginning his lecturette on the dynamic theory model of human behavior, the leader might suggest that participants become familiar with the key concepts of this model and that they compare it with the theory they have explored on their own. In discussing the frustration-aggression model as outlined in the Study Guide (2.1 and 2.12), it is recommended that the leader include something of its historical development and current status in relation to other models of human behavior.[1]

It is suggested that the leader refer back to the models of man presented

[1] For a discussion of the historical development of dynamic psychology, see for example A. A. Roback, History of American Psychology. New rev. ed. (New York:Collier-Macmillan, 1964); and Edna Heidbreder, Seven Psychologies (New York: Appleton-Century-Crofts, 1933).

at the last meeting, to illustrate again that models are not actual representations of people, but abstractions useful for analysis.

B. Participant Activity:
Small Group Discussion

Divide the participants into groups of 3, and ask each group to discuss the following question:

> What patterns of personal and organizational behavior do you see fitting this model? For example, in your own library situation, how are drives and frustrations revealed in the worker's adjustment to the organization and in the adjustment of the organization to the worker ?

In making this charge, the leader should point out that much of the material they have produced for the work assignments would have relevance here.

During the discussions, the leader should circulate among the groups to get a feeling for the degree of sharing, insight, and participant reaction. If there is time before the first half of the session ends, a general sharing of the group as a whole would serve as an effective conclusion to this part of the meeting.

Alternate Participant Activity:
General Group Discussion

Rather than dividing into small groups, the leader might conduct the discussion with the entire group, focusing on the same question, drawing out participants' thoughts in connection with the work assignments and relating them to the dynamic theory model. This alternative does not encourage the same degree of participation of the group members, but does offer the benefit of a total group experience.

Alternate Participant Activity:
Model Building and Problem Posing

This activity is suggested for use if the period is to be a full 150 minutes and if the group contains at least 18 people. It might conceivably be used at this point in the course if the leader plans to devote an entire session to the dynamic theory model, rather than devoting the second

half of the period to an examination of adjustment.[1]

The activity involves an inner group (model building group), a problem posing group, and the rest of the class. The first step is to select 4 to 6 individuals, or ask for volunteers, and seat them in a circle in the center of the larger group.

The entire class should be told that the job of the inner group will be to build a model of a work situation which might actually exist in a library, describing the employees and the organizational structure. Then, another group will be selected to pose a problem, the inner group will respond with a solution, and the solution will be the subject of a critique by the entire outer circle. (The problem posing group should not be selected at this time.)

> Instruct the inner group to build a model of a medium-sized library, a department, or a unit of a library, describing the people who work there, the service patterns, the administrative controls -- using a flip chart or chalkboard if necessary.

When the model is complete, a second group (3 to 4 people) should be chosen, and asked to leave the room to formulate a problem which could logically occur in this situation.

During the time the problem posing group is meeting, the rest of the class can either take a break or the remaining members of the outside group can make a critique of the model, questioning the inner group on weak spots which might conceivably lead to human or organizational problems.

When the problem posing group returns, they should present their problem to the inner circle and that group is responsible for determining a strategy for dealing with the problem. The proposed strategy is then the subject of a critique by the entire outer circle and should be examined on the

[1] If the leader wishes to alter the time framework another way, he might arrange to have this activity occur at the end of Unit II, thus using it as a summary activity in which participants could apply the whole range of learning accomplished in the areas of psychology and personality.

basis of the dynamic theory concepts discussed earlier in the meeting

The leader is responsible for giving clear directions and making sure the group knows the intent and purpose of the exercise as well as its procedure.

C. Summary

In summarizing, the leader should link the experience of the participant activity with the theory presented earlier in the meeting. He should conclude by stating the key elements of this particular model of human behavior, on which the next few sessions of the class will be focused: adjustment, needs and drives, frustrations, aggression, punishment, and anxiety.

The second half of the meeting will then be devoted to an examination of the first of these key elements: adjustment.

2 OBJECTIVES

UNIT 2
SECTION 2

2.2 To examine individually the key elements of the frustration-aggression model of human behavior.

2.21 Adjustment

2.22 Needs and Drives

2.23 Frustration

2.24 Aggression

2.25 Punishment

2.26 Anxiety

Unit 2, Section 2

The Key Elements of this Model

ADJUSTMENT

Summary Outline for Meeting on:
THE DYNAMIC THEORY MODEL OF
HUMAN BEHAVIOR
and
ADJUSTMENT, ONE OF THE KEY
ELEMENTS OF THAT MODEL

Objectives for the Second Half of the Meeting:

A. To examine adjustment as one of the key elements in the dynamic theory model of human behavior.

B. To consider adjustive behavior in the work situation.

Evaluation:
Participants will be considered to have understood these concepts when they have demonstrated that they are able to apply the learning they have accomplished to situations discussed in the meeting. The following measures will be used:

A. A brief activity in which participants are asked to identify adjustive behavior they have observed at work.

B. A group activity in which participants identify various kinds of adjustive behavior, through group inventory, case study, or paired interviews.

Pre-Meeting Preparation:

A. Completion of Work Assignment 3.

B. Reading as discussed at conclusion of last meeting.
Donald M. Wolfe and J. Diedrick Snoek. "A Study of Tensions and Adjustment under Role Conflict," Journal of Social Issues, 18:102-121, July, 1962. (Readings.)

C. Reading of case study (alternate activity)

C. Suggestions for research task force on adjustment.

George V. Coelho and others, eds. Coping and Adaptation: A Behavioral Sciences Bibliography. (Chevy Chase, Md.: National Institute of Mental Health, U. S Department of Health, Education and Welfare, 1970). (Public Health Services Publication No. 2087)

This comprehensive bibliography represents the first major attempt to highlight the most pertinent references on adaptation and coping behavior in human development. Numerous articles on adjustment are cited.

John R. P. French, Robert L. Kahn and Floyd C. Mann, issue eds. Journal of Social Issues, 18, July, 1962.

This entire issue, entitled "Work, Health, and Satisfaction," contains articles pertinent to adjustment in the work place. One in particular the group might like to consider is "A Study of Tensions and Adjustment Under Role Conflict," by Donald M. Wolfe and J. Diedrick Snoek, pp. 102-121.

Materials Needed:

Chalkboard, or portable easel with pad.
Chalk or marking pens.
Sufficient copies of the following:

- Work Assignment 4
- Form 2 -- Report on Readings
- Form 6 -- Post-meeting Reactionnaire
- Form 8 -- Viewer's Film Critique
- Case-studies -- if the leader has decided to use them at the next meeting (alternate activity)

Opening the second half of the meeting:

State the objectives for this part of the meeting in your own words.

Outline briefly the sequence of activities that will make up this part of the meeting:

A. Content presentation on adjustment.
B. Group inventory of adjustive behavior.
C. Small group discussions on adjustment at work.
D. Summary
E. Briefing for next session.

A. Content Presentation:
Adjustment

Give a short presentation of adjustment, along the lines suggested in the Study Guide (2.21).

B. Participant Activity:
Group Inventory of Adjustive Behavior

Following the content presentation, the leader conducts an inventory of adjustive behavior, by listing on a flip chart or board suggestions which come from the group. The charge to the group might be similar to the following:

> Our purpose is to learn more about adjustive behavior, and how to recognize it at work. Let us begin by sharing some of your own ideas about adjustive behavior as you have observed it in yourself or in others in the library where you work. As you make suggestions, I'll list them briefly on the flip chart.

If the group hesitates, examples might be given by the leader such as withdrawal, rejection, headaches, talkativeness, etc. The flip chart list should include only keywords. Lengthy explanations of particular incidents should not be encouraged.

C. Participant Activity:
Group Discussions

After the list is made, the total number of participants should be divided into three smaller groups for discussion. The topic for all is adjustment at work. Each group, however, should be assigned a central focus:

(1) One group will focus on how people adjust to each other, as individuals or as groups (for example, how individuals adjust to an authoritarian supervisor).

(2) One group will focus on how people adjust to places (for example, how individuals adjust to a shared office or inadequate workspace).

(3) One group will focus on how people adjust to situations (for example, how individuals adjust to a revised job description or a demotion).

The inventory list can serve as a starting point for the group if they wish to use it in that way.

During the discussion the leader should go from group to group to catch the tenor and get ideas for key points to raise later. When the discussion seems to have peaked, each of the small groups should report to the others the significant elements in their discussion.

The leader should support and encourage these reports, adding his own observations and reflections to bring out various factors in the adjustment theory. His chief role should be that of discussion leader and summarizer at the end of the session

Alternate Participant Activity:
Case Study

Case Study 139 in Lowell[1], "Miss Marcum," might be used as an alternate activity, with group discussion focused on questions which relate to adjustment in the work place. If it is to be used, the case study should have been duplicated and distributed as a handout at the previous meeting of the class.

Alternate Participant Activity:
Paired Interviews

The participants should divide themselves in pairs, each selecting his own partner. The pairs would then interview each other to define and explore how each has adjusted to his work environment (in terms of people, places and situations). Each should also consider how effective his adjustment has been.

This format is useful for eliciting personal feelings about one's competence. It poses a more threatening situation than the other suggested group activities, but would be effective with a group that is open and sharing, or with a small-sized group in which there is a climate of trust. It calls for a good deal of interpersonal skill on the part of the leader, especially if there is to be a sharing session at the end of the exercise.

[1]Mildred Hawksworth Lowell. The Management of Libraries and Information Centers (Metuchen, N.J.:Scarecrow, 1968), Vol. 3, pp. 146-149.

D. Summary

The leader should conclude by summarizing the main concepts covered in the meeting.

E. Briefing for Next Session

It might be suggested here that between now and the next session, participants do some independent film viewing to add depth to their understanding of personality. Two films from the Psychology Today series are relevant to this unit of the course:

F-7 -- "Personality" (26 minutes)

F-8 -- "Learning" (26 minutes)

If these or other films are to be used, the leader should make available copies of Form 8, the viewer's film critique.

He should then make brief reference to next week's meeting.

> Next week we will be discussing two more elements of the dynamic theory model: needs and drives, and frustration. Our task is not only to understand the elements of this model but also -- and even more important -- we must see how it can be useful to us in understanding actual human behavior in organizations.
>
> Concentrate your reading for next week on needs and drives, and frustration. The bibliography in the Study Guide is classified, so you can select what you want without undue confusion.
>
> One of the best books I have found which relates research findings in psychology directly to problems of management and administration is Costello and Zalkind's Psychology in Administration. You will find it listed in your Study Guide bibliography.

Here the leader can highlight whatever readings he considers most important. Suggested as possible starting points are the following:

Unit 2, Section 2

On needs and drives:

Abraham H. Maslow, "A Theory of Human Motivation," Psychological Review, 50:370-396, July, 1943.

On frustration:

Timothy W. Costello and Sheldon S. Zalkind, Psychology in Administration: A Research Orientation (Englewood Cliffs, N. J.: Prentice-Hall, 1963), pp. 131-138.

Harry Levinson, "The Psychologist in Industry," Harvard Business Review, 37:93-99, September-October, 1959.

Before the group leaves, distribute Work Assignment 4, and copies of the post-meeting reactionnaire (Form 6), allowing participants time to complete the latter before they depart.

Also, if the leader has decided to use case studies in connection with next week's discussion, they should be passed out to participants at this time.

NEEDS AND DRIVES

Summary Outline for Meeting on:
NEEDS AND DRIVES
and
FRUSTRATION

Objectives for the First Half of the Meeting:

A. To examine needs and drives as one of the key elements in the dynamic theory model of human behavior.

B. To consider needs and drives in relation to the work situation.

Evaluation:
Participants will be considered to have understood these concepts when they have demonstrated that they are able to apply the learning they have accomplished, both during home study and during the session, to situations discussed in the meeting. In addition to the leader's direct personal appraisal of the participant's progress, the degree to which these objectives are achieved will be judged by the following measures:

A. The ability of the participants to apply concepts from their reading and from the content presented in the session to class discussion.

B. The ability of the participants to see the value of understanding motivational concepts in the work situation.

Pre-Meeting Preparation:
A. Completion of Work Assignment 4.

B. Case Study (if it is to be used).

C. Reading as discussed at conclusion of last meeting.
Abraham H. Maslow, "A Theory of Human Motivation," Psychological Review, 50:370-396, July, 1943. (Readings.)

D. Suggestions for research task force on drives and needs.
Henry A. Murray and others, Explorations in Personality. (New York: Oxford, 1938).
Byron A. Campbell and James R. Misanin, "Basic Drives," Annual Review of Psychology, 20:57-84, 1969.

Materials Needed:
Chalkboard or portable easel with pad.
Chalk or marking pens.
T-14 and T-15 .
Overhead projector.
Sufficient copies of the following:
Work Assignment 5.
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique
Case studies -- if the leader has decided to use them at next week's meeting (alternate activity)

Opening the Meeting:
State the objectives for this part of the meeting in your own words.

Outline briefly the sequence of activities that will make up this part of the meeting:

A. Content presentation on needs and drives.
B. Diads (pairs) discussion of one's own needs and drives in the work situation
C. Small-group discussion of others' needs and drives in the work situation.
D. Identification of on-the-job incidents in which motivation seems to be a prime factor.

A. Content Presentation:
Needs and Drives

In his presentation, the leader may wish to point out the difficulty of making an making an inventory of needs (motivational dispositions). Yet many psychologists have attempted to make such classifications of human behavior. Maslow,[1] for instance, conceptualized a hierarchy of needs, which is illustrated in T-14 .

[1]Abraham H. Maslow, Motivation and Personality 2d. ed. (New York: Harper and Row, 1970), pp. 35-58.

T-14 Hierarchy of Human Needs (Maslow)

Psychologists have long sought to gain a better understanding of human behavior by studying the basic human needs. Maslow categorized needs as shown in this transparency.

At the bottom of Maslow's hierarchy are the basic physiological needs for survival -- for food and drink. But once these needs have been met, according to Maslow, they no longer represent a strong motivating force. Other needs become of more concern.

The next level of needs are those for safety -- in both the physical and psychological sense. There is need for shelter from the environment, and there is also need to protect the integrity of the individual's personality.

But once these safety needs are met, then social needs tend to become of increasing concern, such as the need for fellowship, and the need for group acceptance.

Once social needs are met ego needs become an important motivating force. These include the need for self-esteem and esteem from others.

According to Maslow needs of the highest order are those of self-actualization or self-fulfillment --the opportunity to develop and use one's potential capacity in order to become all one is capable of becoming.

Earlier psychologists often tried to construct much more complete lists of needs. Murray attempted to itemize all human needs and developed the following system of classification:

1. Primary (viscerogenic) or physiological needs.
These are: air, water, food, sex, lactation, urination, defecation, harmavoidance, noxavoidance (the tendency to avoid or rid oneself of noxious stimuli), heatavoidance, coldavoidance, sentience (inclination for sensuous

gratification, such as taste sensations and tactile sensations). He also recognized a need for passivity, which included relaxation, rest, and sleep.

2. Secondary (psychogenic) needs. These Murray described as presumably dependent upon and derived from the primary needs. He felt that they were not fundamental, biological drives, though some might be innate.

T-15 illustrates Murray's psychogenic needs, and might be shown to the group at this time.

In presenting Murray's classification, the leader might want to refer to a table in Hilgard and Atkinson's Introduction to Psychology,[1] which presents a list of psychogenic needs with some changes in wording to avoid Murray's neologisms.

B. Participant Activity:
Diad Discussions of One's Own Needs and Drives in the Work Situation

Based on their reading and the first three questions in Work Assignment 4, the participants should have done enough thinking about their own motivations to enable them to discuss their motivations with others.

Ask each member of the group to select a partner to work with in a diad (group of two) using an interviewing technique in a two-step process:

Charge to diads:

1. Define and list your chief drives and needs in relation to your work situation.

2. Discuss with your partner what activities you engage in to respond to those drives and needs. (For example: the need for visible accomplishment might lead to an administrator's applying himself chiefly to the paper routines of his job.

[1] Ernest R. Hilgard and Richard C. Atkinson, Introduction to Psychology. 4th ed. (New York: Harcourt, Brace and World, 1967), p. 143.

C. Participant Activity:
Small-Group Discussions of Others' Needs and Drives in the Work Situation.

After 8 to 10 minutes of the diad discussion, combine diads to make groups of 4 to 6.

Ask these groups to discuss and share their view of how others in the work situation respond to their needs and drives. Ask participants to comment on how effective they feel these responses are.

D. Participant Activity:
Identification of On-the-Job Incidents in which Motivation Seems to be a Primary Factor

The next step is to ask the participants to think about how knowledge of the ways individuals respond to their needs and drives can aid the manager in achieving both organizational and individual employee objectives. The following exercise could be used.

Ask each participant to take five minutes to write down an incident from his or her work experience in which the question of motivation seems to be a primary one, and to state how Maslow's hierarchy of needs concept might be usefully applied in that incident (or condition).

These incidents would then be quickly reviewed by the leader for degree of relationship to the content of the class up to this point, and one or two would be singled out for group discussion. (If there is not sufficient time for all of this activity during the class period, the leader could collect and review the statements for clarity and comprehension, and discuss them at a subsequent meeting in Unit IV where the topic of motivation is treated in more depth.)

Alternate Participant Activity:
Case Study 123 in Lowell[1] might be used as an alternative to the group exercises suggested above. Questions for discussion should bring out the content of the session relative to needs and drives.

In closing this part of the meeting, the leader may wish to recommend for independent viewing the following films:

F-9 "People Are All Alike" (10 minutes)

F-10 "Individual Motivation and Behavior (30 minutes)

[1]Mildred Hawksworth Lowell, The Management of Libraries and Information Centers, Vol. 3. (Metuchen, N.J.:Scarecrow, 1968), pp. 104-105.

FRUSTRATION

Summary Outline for Meeting on:
NEEDS AND DRIVES
and
FRUSTRATION

Objectives for the Second Half of the Meeting:

A. To examine frustration as one of the key elements in the dynamic theory model of human behavior.

B. To identify some of the external and internal forces that produce frustration.

C. To analyze ways in which individuals adjust to frustrating situations in the work place.

Evaluation:
Participants will be considered to have understood these concepts when they have demonstrated that they are able to apply the learning they have accomplished, both during home study and during the session, to situations discussed in the meeting. In addition to the leader's direct personal appraisal of the participant's progress, the degree to which these objectives are achieved will be judged by the following measures:

A. The ability of the participants to recognize the relationship of various degrees of frustration to possible modes of adjustment in the work situation.

B. The ability of the participants to apply concepts from their reading and the content presentation in a role-playing situation.

Pre-Meeting Preparation:

A. Completion of Work Assignment 4.

B. Case study (if it is to be used).

C. Reading as discussed at conclusion of last meeting.

Timothy W. Costello and Sheldon S. Zalkind, Psychology in Administration: A Research Orientation (Englewood Cliffs, N.J.:Prentice-Hall, 1963), pp. 131-138.

Harry Levinson, "The Psychologist in Industry," Harvard Business Review, 37:93-99, September-October, 1959.

D. Suggestions for research task force on frustration.

Norman R. F. Maier, Frustration: The Study of Behavior Without a Goal (New York: McGraw-Hill, 1949).

Richard S. Lazarus, Psychological Stress and the Coping Process (New York: McGraw-Hill, 1966).

Especially Chapter 1 which deals with the definition of stress, identifying it as a psychological problem, and Chapter 6 which deals with how personality influences adjustment to stress.

Reed Lawson, Frustration: The Development of a Scientific Concept (New York: Macmillan, 1965).

Materials Needed:

Chalkboard or portable easel with pad.

Chalk or marking pens.

T-16 through T-18 .

Overhead projector.

F-11 (optional film presentation).

16 mm projector.

Sufficient copies of the following:

Form 2 -- Report on Readings

Form 6 -- Post-Meeting Reactionnaire

Form 8 -- Viewer's Film Critique

Case studies -- alternate activity.

Opening the Second Half of the Meeting

State the objectives for the second half of the meeting in your own words.

Outline briefly the sequence of activities that will make up this portion of the meeting:

A. Content presentation on frustration.

B. Group inventory of organizational frustrations and modes of adjustment.

C. Role playing of frustrating library situation.

D. Optional Film Presentation.
E. Summary and briefing for next session.

A. Content Presentation:

Frustration

In addition to the material presented in the Study Guide (2.23), the leader will find useful Maier's[1] description of the differences between motivated behavior and frustrated behavior. A popularized, brief presentation of frustration in the work situation as presented by Levi[2] may also be helpful.

To emphasize the dynamic relationship between frustration and aggression in the work situation, the leader may wish to open with a quote from Levinson (one of the articles suggested for pre-meeting preparation):

> In organizations "there exist, and will always exist, hostile feelings, and...the best way to deal with them is to devise organized and controlled ways for their discharge. Hostile feelings can be dispelled constructively if they are directed toward the solution of problems which engendered them...there will be little satisfaction in the expression of hostile feelings unless they are expressed to someone in authority."[3]

It is suggested that the leader intersperse the following transparencies as he proceeds with his content presentation:

> T-16 -- Frustrations: External and Internal
>
> Frustrations are always unpleasant and can be painful (such as grief). Although frustration does not always lead to aggression, it may cause one to seek other means of reaching a goal, or give up the goal altogether, at least temporarily. Frustration may elicit emotional reactions such as

[1]Norman R F Maier, op. cit., pp. 159-161; this material also appears in Costello and Zalkind, op. cit., pp. 137-139.

[2]Lennart Levi, Stress: Sources, Management, and Prevention (New York: Liveright, 1967), pp. 97-109.

[3]Levinson, op. cit., pp. 97-98.

anxiety. Research seems to indicate that frustration in infancy plays an important part in the development of one's personality.

External frustrations include: privations (poverty); lacks (freedom); losses (people and things); barriers (restraints); parents, teachers, significant others (restraints); pain (injury); potential harm (threat of possible punishment); social restraints; moral restraints.

Internal frustrations include: body deformity, inadequate physique, poor eyes, deafness, internal psychological inhibitions, fear of failure, fear of ridicule, feelings of guilt.

T-17 -- Discipline as a Frustration

Discipline, the need to subordinate oneself to someone else's will, is a very real form of frustration for many in the work situation. The boss may be a poor manager, be vague or give contradictory orders, he may nag or reprimand employees whether they are right or wrong. Despite such frustrations, the employee may have to keep calm, hide his anger by clenching his fist in his pocket. This can continue indefinitely without seeming outwardly to harm the worker, but it often results in a state of tension which may severely limit the employee's effectiveness and well being.

T-18 -- Mental First Aid

Often a person frustrated at work tries to relieve his frustration by "getting it off his chest." Most people are very adept at providing a band-aid when an associate cuts his finger. It is just as easy to give the same kind of elementary assistance in the mental sphere. Such "mental first aid" is easily applied -- let the frustrated person get it off his chest. This is a great relief for most people. Frustrations become less perplexing and

frightening when one has the opportunity of expressing them in words. The best form of "mental first aid" is simply to listen -- not to give "good advice."

B. Participant Activity:
Group Inventory

The leader might conclude his lecture by listing on chalkboard or flip chart organizational barriers, as suggested by the group -- barriers that cause frustration in the work situation.

Such an inventory might be written in three columns: first, the barriers as suggested by the group; next, for each cause of frustration list possible modes of adjustment the worker may seek, again as suggested by participants; and in a third column, list alternatives to those barriers that may eliminate or lessen frustrated behavior -- these alternatives too should be suggested by the group.

(For example, the introduction of automation into a library may give rise to a barrier: it may create pressures which will lead to frustration in the individual and result in poor morale, thus being a detriment to achievement of overall library objectives. In other words, technology may cause problems which are not technological but personal. If the situation is to be alleviated, the psychological limits of individual adaptability must be taken into account. One solution might be allowing employees to help plan for and be involved in introducing the automated processes.)

C. Participant Activity:
Role Playing

A role playing sequence might be used advantageously to demonstrate degrees of frustration and possible modes of adjustment. The leader should ask a volunteer group of 4 to depict the following situation:

> A new reference librarian is assigned untrained to a busy reference desk staffed by the head of the department and a non-professional of considerable experience. A demanding patron enters the scene which further confuses the training situation.

The leader should allow the role players to formulate what they intend to do, but should be available to serve as a resource person if they request.

While the role-play group is briefly deciding how they will proceed in their presentation, the rest of the class might discuss together some of the data on frustration brought out in Work Assignment 4, considering especially answers to these questions:

1. What kinds of conditions or actions are frustrating to you in your work situation?

2. How do you adjust to frustrating situations?

After the role play, the leader should initiate the discussion with such questions as:

1. What instances of frustration were demonstrated in the role play?

2. What kinds of feelings were present in the patron, the new staff member, the department head, and the non-professional staff member?

3. In what ways could problems in this situation be alleviated?

Alternate Participant Activity

Case study 120 in Lowell[1] might be used, followed by group discussion focused around questions which relate to frustration in the work situation.

D. Optional Film Presentation

F-11 "Change--Training Teachers for Innovation"

This film dramatically portrays brainstorming as a way of learning in small groups. It is particularly useful for us to see this film at this time because next week we will be trying out the technique ourselves in buzz-group discussions.

The film takes 26 minutes and should be followed if time permits by some group discussion during which the most important points are brought out.

[1]Mildred Hawksworth Lowell, The Management of Libraries and Information Centers, Vol. 3 (Metuchen, N. J.: Scarecrow, 1968), pp. 98-99.

E. Summary and Briefing for Next Session

Looking forward to the next topic for discussion, which is aggression, the leader might re-emphasize that although aggression is one response to frustration, it is not the only and inevitable consequence of frustration. As has been seen in the meeting today, a person's reactions to frustration, to some extent at least, depend on the individual's interpretation of the thwarting situation.

Some films relevant to the course content which might be suggested at this point for independent viewing are the following, the first in relation to the meeting just coming to a close, and the other three in preparation for the next meeting:

F-12 -- "Meanings are in People" (22 minutes)

F-13 -- "Anger at Work" (21 minutes)

F-14 -- "Bright Young Newcomer" (8 minutes)

F-15 -- "The Trouble with Archie" (10 minutes)

In recommending reading for the next meeting, the leader might wish to consider the following suggestions:

On aggression:

Elton B. McNeil, "Psychology and Aggression," in Timothy W. Costello and Sheldon S. Zalkind, Psychology in Administration: A Research Orientation (Englewood Cliffs, N. J.: Prentice-Hall, 1963), pp. 139-149.

On punishment:

Ernest R. Hilgard and Richard C. Atkinson, Introduction to Psychology, 4th ed. (New York: Harcourt, Brace and World, 1967), pp. 356-359.

(The section entitled "Reward and Punishment in the Control of Learning.")

Gene S. Booker, "Behavioral Aspects of Disciplinary Action," Personnel Journal, 48:525-529, July, 1969. Readings.

Before the class ends, the leader should distribute copies of the following, as appropriate:

Work Assignment 5
Form 2 -- Report on Readings
Form 6 -- Post-meeting Reactionnaire
Form 8 -- Viewer's Film Critique
Case studies, if they are to be used at the next meeting.

AGGRESSION

Summary Outline for Meeting on:
AGGRESSION
and
PUNISHMENT

Objectives for the First Half of the Meeting:

A. To examine aggression as one of the key elements in the dynamic theory model of human behavior.

B. To analyze types of aggressive behavior in the work place.

C. To consider the manager's role in situations in which aggression is a factor.

Evaluation:
Participants will be considered to have understood these concepts when they have demonstrated that they are able to apply the learning they have accomplished, both during home study and during the session, to situations discussed in the meeting. In addition to the leader's direct personal appraisal of the participant's progress, the degree to which these objectives are achieved will be judged by the following measures:

A. The ability of the participants to recognize signs and causes of aggressive action through participation in or observation of a simulated exercise.

B. The ability of the participants to recognize and describe aggression as they have seen it or experienced it in working with their own employees.

C. The ability of the participants to suggest solutions to problems of aggression in the work place as identified by the group.

Pre-Meeting Preparation:

A. Completion of Work Assignment 5.

B. Case study (if it is to be used).

C. Reading as discussed at conclusion of last meeting.
Elton B. McNeil, "Psychology and Aggression," in Timothy W. Costello and Sheldon S. Zalkind, Psychology in Administration: A Research Orientation (Englewood Cliffs, N.J.: Prentice-Hall, 1963), pp. 139-149.

D. Suggestions for research task force on aggression.
Leonard Berkowitz, ed. Roots of Aggression: A Re-Examination of the Frustration-Aggression Hypothesis (New York: Atherton, 1969).

Materials Needed:

Chalkboard, or portable easel with pad.
Chalk or marking pens.
Stop watch, or clock with easy-to-read second hand.
Sufficient copies of the following:

H-2:1
H-2:2

Work Assignment 6
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

Opening the Meeting:

State the objectives for the first half of the meeting in your own words.

Outline briefly the sequence of activities that will make up this portion of the meeting:

A. Content presentation on aggression.
B. Simulation exercise designed to arouse feelings of aggression resulting from frustration.

A. Content Presentation:
Aggression

In addition to the content suggested in the Study Guide (2.24), the leader may find it helpful to refer to McNeil's discussion of defense

mechanisms.[1] It should be pointed out in this connection that defense mechanisms, if they do not dominate behavior, are normal coping mechanisms essential for meeting adjustive demands and maintaining psychological equilibrium. The administrator must do more than identify and label such mechanisms, he must understand their underlying dynamics. With such understanding, the behavior of individual employees will become more meaningful and perhaps more tolerable.

In connection with his discussion of defense mechanisms, the leader might effectively use H-2:1, which lists a variety of coping mechanisms and relates them to the work situation. The list is based on McNeil and supplemented by Costello and Zalkind.[2]

H-2:1 -- Adjustive Reactions to Frustration, Conflict, and Anxiety

At an appropriate point in the lecture, the leader distributes this handout, indicating how such a chart might be helpful to the manager in his attempts to understand the behavior of employees. Participants should be asked to cite examples of aggressive behavior as they have seen or experienced it in their own work situation, and the discussion should then be focused on understanding the dynamics of such behavior.

B. Participant Activity: Simulation Exercise[3]

Divide the class into groups of 8 for a simulation exercise which provides participants an opportunity to experience feelings of aggression resulting from frustration, a situation often prevalent in work groups. In addition, it is designed to give individuals a chance to view their own behavior in a simulated situation.

Participants not selected for the groups of 8 will serve as observers and should be instructed to feel free to move about among the groups and pairs, but they must not talk to individuals in the groups of 8. Observers should

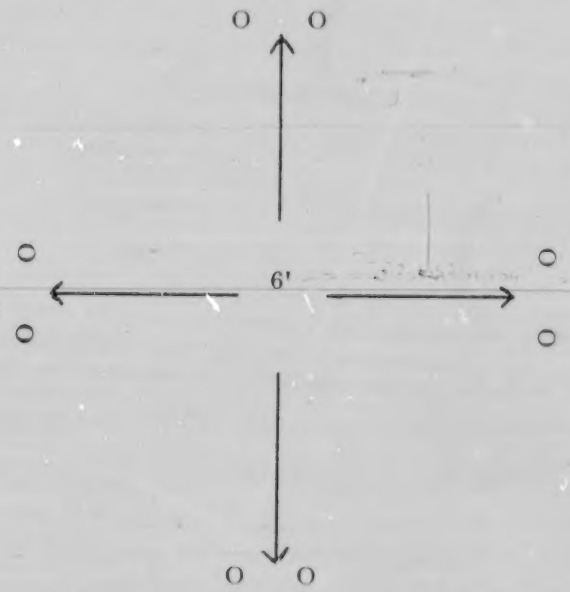
[1]McNeil, op. cit., pp. 139-149. (Suggested pre-meeting preparation for group).

[2]Ibid., pp. 148-149.

[3]Source of simulation activity: J. William Pfeiffer and John E. Jones, A Handbook of Structured Experiences for Human Relations Training, vol. 2 (Iowa City, Iowa: University Associates, 1970), pp. 66-69.

be instructed to look for what helps the groups in their activities and interaction and what hinders them.

Within each group of 8, individuals should be assigned a partner --this assignment should be arbitrary, though it does not have to be based on any particular criteria. The room should be adequate to allow each group of 8 to talk together as a group and to talk together as pairs without disturbing each other's conversations. Each cluster of 8 should be seated as illustrated below:



After the groups of 8 (referred to below as "clusters") are formed and further subdivided into diads, the leader may wish to introduce the exercise by saying:

> In simulation and gaming, if one picture is worth a thousand words, then one experience is worth a thousand pictures. The title of this gaming exercise is "Win as much as you can," and you are to keep that goal in mind constantly during the 20 minutes that the game will be played.
>
> Give each individual a copy of the tally sheet H-2:2 and ask them to study the sheet individually for three minutes. Call attention to the fact

that the action involved in the game is to choose for each round either an "X" or a "Y" as indicated in the first line of directions. At the end of the three minutes, each person is asked to share his understanding of the game with his partner.

After three minutes, read the following directions aloud:

A. The title of this gaming exercise is "win as much as you can." You are to keep that goal in mind during the next twenty minutes.

B. There are three key rules:

1. You are not to confer with other members of your cluster unless you are given specific permission to do so. The prohibition applies to non-verbal as well as verbal communication.

2. Each diad must agree upon a single choice for each round.

3. You are to ensure that the other members of your cluster do not know your diad's choice until you are instructed to reveal it.

C. There are ten rounds to this exercise. During each round you will have one minute to mark your choice for the round. You may now mark your choice for round one. Remember the rules.

1. (After the lapse of one minute.) If you have not marked your choice, please raise your hand. (Make sure that everyone has completed the task before you go on, but keep them moving.)

2. Share your decision with the other members of your cluster.

3. Score according to the chart on the tally sheet.

D. (Continue the game as follows:)

1. You have one minute to mark your decision for round two.

2. Has everyone finished?

3. Share and score.

E. (Continue the game in round three as before.)

F. (Continue the game in round four as before.)

G. Round five is a bonus round. You will note that the tally sheet indicates that all amounts won or lost will be multiplied by three. Before I ask you to mark your choice for this round, I am going to allow you to discuss this exercise with the other members of your cluster. After the group discussion, you and your "partner" will have one minute to discuss your decision as before. You will have three minutes for group discussion. (Stop discussion after three minutes). You and your "partner" now have one minute to mark your decision for round five. Remember the rules are now in effect. (After the lapse of one minute.) Has everyone finished? Share and score.

H. (Continue with round six and seven as done in rounds one through four.)

I. (Round eight is the same as round five except that the bonus value has increased from three to five times par.)

J. (Continue with round nine as done in rounds one through four, and six and seven.)

K. (Round ten is the same as rounds five and eight

except that the bonus value has now increased to ten times par.)

L. (Compute the net score as a cluster from the four diadic scores.) (Example: +18, -21, +6, and +2 = +5, etc. It is possible for each cluster to score +100, e. g., +25, +25, +25, and +25, if they all choose "Y", the collaboration option, on each round.

After the exercise, the leader then opens the discussion of the process during the simulation. Key questions to ask:

1. What were the primary sources of your frustration? (People? Situation?)
2. Did you see aggressive behavior in yourself or your partner? The other members of your octet?
3. How did you resolve your feelings?
4. How do you feel now toward other members of your group?
5. How great a motivating factor was the score you as an individual pair earned? How great a factor was your small group score?
6. Did you feel cooperative, competitive, or aggressive? Did your feelings tend to change as the game progressed?

These questions should be directed for the groups of 8 to discuss among themselves first, then, if there was more than one group of 8, the information should be shared among these groups. The observers (those not assigned to an octet group) should comment on their observation of behavior of the pairs and groups during the task assignment after the groups have shared their reactions, information, and comments.

The leader has two functions in this exercise -- instructing the group on procedures, and leading the discussion focused on the process of the simulation.

All members of the group should be encouraged, but not forced, to share their reactions to the game (i.e. situation) and the participants (people) actually playing the game.

It is particularly important that the leader conclude by making clear the

purpose and intent of this part of the session. Information from this exercise may be valuable in understanding individual and group reaction to aggression and frustration, and in understanding how reactive feelings are affected by situations and people.

Alternate Participant Activity:

Case study 143 in Lowell[1] might be used as an alternative to the simulation exercise suggested above. Questions for discussion should bring out the content of the lecture and reading relative to aggression in the work place.

[1]Mildred Hawksworth Lowell, The Management of Libraries and Information Centers, Vol. 3. (Metuchen, N.J.: Scarecros, 1968), pp. 154-156.

PUNISHMENT

Summary Outline for Meeting on:
AGGRESSION
and
PUNISHMENT

Objectives for the Second Half of the Meeting:

A. To examine punishment as one of the key elements in the dynamic theory model of human behavior.

B. To distinguish between punishment and discipline.

C. To analyze the effects of punishment in the work place.

D. To consider the role of the manager in relation to the use of punishment.

Evaluation:
The degree to which these objectives are achieved will be judged by the ability of the participants to apply the learning they have accomplished, both during home study and during the meeting, to situations discussed in class session.

Pre-Meeting Preparation:

A. Completion of Work Assignment 5.

B. Case study (if it is to be used).

C. Reading as discussed at conclusion of last meeting.
Ernest R. Hilgard and Richard C. Atkinson, Introduction to Psychology. 4th ed. (New York: Harcourt, Brace and World, 1967), pp. 356-359.

Gene S. Booker, "Behavioral Aspects of Disciplinary Action," Personnel Journal, 48:525-529, July, 1969. (Readings.)

D. Suggestions for research task force on punishment.

Erling E. Boe and Russell M. Church, eds. Punishment: Issues and Experiments (New York: Appleton-Century-Crofts, 1968.)

Kurt Lewin, A Dynamic Theory of Personality (New York: McGraw-Hill, 1935). Especially Ch. 4.

Materials Needed:

Chalkboard, or portable easel with pad.
Chalk or marking pens.
T-19 and T-20.
Overhead projector.
Sufficient copies of the following:
H-2:3
Work Assignment 6.
Form 2 -- Report on Readings
Form 6 -- Post-meeting Reactionnaire
Form 8 -- Viewer's Film Critique

Opening the second half of the meeting:

State the objectives for this portion of the meeting in your own wards.

Outline briefly the sequence of activities that will make up this part of the meeting:

A. Content presentation on punishment.
B. Buzz groups to discuss the effects of punishment and to develop guidelines for the use of punishment in the library.
C. Summary and briefing for next session.

A. Content Presentation:

Punishment

In his presentation, the leader should emphasize the fact that punishment is not synonymous with discipline. Discipline refers to any method used to guide or control behavior and frequently it may take the form of reinforcing and encouraging action rather than punitive and repressing action. Punishment, on the other hand is a form of counter-aggression.

T-19 -- Aggressive Behavior

This transparency shows in cartoon form an individual who needs money badly for his self-maintenance and survival. In responding to this need he considers a form of extremely aggressive behavior, which is apt to lead to punishment (counter-aggression from society). He also considers an adaptive form of behavior, taking a job and earning the money as a carpenter.

While the aggressive act would more completely and immediately satisfy his need, he fears it because of the punishment he anticipates. But the adaptive alternative is less satisfactory for it will yield him much less money and it will take him a long time to earn the money. These drawbacks cause him considerable anxiety and he dreams that he will have troubles as a carpenter. Possibly he is turning his aggressive feelings on himself in this dream, as if he were punishing himself for choosing an adaptive form of behavior.

During his presentation, the leader might ask a question such as the following, and in this connection T-20 could be shown:

What kinds of punishment can organizations inflict? Directly or indirectly?

T-20 -- Exclusion from the Group as Punishment

Research shows that one of the most severe forms of punishment is exclusion from the group, or unfavorable comparison or ridicule by those in an individual's work group. To feel accepted and part of a group is a human need.

During the lecture, participants should be asked to give examples of punishment as they have observed it being administered to given individuals (who should not be identified) in a work situation.

B. Participant Activity:
Buzz Groups

To emphasize some of the effects of punishment in the work place, the leader might make use of H-2:3 at this point, by relating it to the following activity.

By way of introduction, distribute the handout and ask that participants respond to the suggestions presented in the last paragraph on the manager's use of punishment in an organization.

> Inform the participants that they will be given five minutes to study this handout and analyze the rationale of the authors, and that then they will be divided into buzz groups for discussion.
>
> After five minutes, assign the participants to buzz groups of 4-5, asking each group, on the basis of this statement, their reading, the previous class discussion, and their work experience, to draw up some guidelines on the use of punishment in a library organization.

The suggestions identified by the buzz groups should be written down by one of their members and then combined with those of the other groups on the chalkboard or portable easel. The lists as presented will probably fall into two general categories which could be listed separately: (1) cautions in the use of punishment based on objections to it as a means of controlling behavior, and (2) situations in which punishment can be serviceable.

The cautionary list might include such items as:

> The results of punishment are not as predictable as the results of reward, and therefore great caution is needed in its use.
>
> Punishment only says "stop" and by itself may lead the person punished to substitute an even more undesirable action.
>
> Research shows that sometimes punishment fixes behavior rather than eliminates it.

A byproduct of punishment may lead to dislike of the manager inflicting the punishment, or to dislike of the type of work activity that provided the background for the punishment.

Punishment is less effective than reward because it suppresses a response, but does not weaken it.

Severe punishment may upset the person so much that his over-all effectiveness is greatly lessened.

Occasions when punishment might be serviceable could include:

Punishment may be used effectively to eliminate an undesirable action, if alternative responses are available that will not be punished or rewarded.

Mild punishment can be informative and serve to redirect behavior.

The threat of punishment can be a signal to avoid punishment.

These are only some of the possible suggestions that could be made. The effectiveness of each group's suggestions should be commented on by the group as a whole. The leader might want to stress that there is no "final solution" to the complex question as to how punishment should be used, but that by pooling ideas and experiences, everyone becomes aware of the range of effects that punishment may have on the individual being punished.

An interesting and useful way to round out the discussion is to ask the same buzz groups to develop answers to the questions:

(1) How do the kinds of punishment inflicted by a library organization affect the climate of that organization?

(2) What are the short and long-term results of any changes in climate that may occur?

Alternate Participant Activity:

Case study 137 in Lowell[1] might be used, followed by small-group discussions to bring out concepts relative to punishment that may seem relevant to the group. Such questions as the following might be asked:

What is the problem?
How can it be described?
What are the facts?
How should these factors be evaluated?
What action should be taken?

C. Summary and Briefing for Next Session

The leader should conclude the meeting with some general comments on the highlights of the session, and then make some suggestions about preparation for the next meeting which will cover the last of the key elements in the dynamic theory model -- anxiety -- and will survey briefly a variety of personality theories.

The following readings might be recommended:

On anxiety:

Timothy W. Costello and Sheldon S. Zalkind, Psychology in Administration: A Research Orientation (Englewood Cliffs, N.J.: Prentice-Hall, 1963), pp. 150-167.

Robert H. Schaffer, "The Psychological Barriers to Management Effectiveness," Business Horizons, 14:17-25, April, 1971. (Readings.)

W. H. Weiss, "Breaking the Fear Barrier," Nation's Business, 59:64-65, July, 1971. (Readings.)

On personality theories:

Ernest R. Hilgard and Richard C. Atkinson, Introduction to Psychology, 4th ed. (New York: Harcourt, Brace and World, 1967), pp. 462-485.

Gordon W. Allport, Pattern and Growth in Personality (New York: Holt, Rinehart and Winston, 1961), pp. 22-33.

[1]Mildred Hawksworth Lowell, The Management of Libraries and Information Centers, Vol. 3. (Metuchen, N.J.: Scarecrow, 1968), pp. 141-143.

Unit 2, Section 2

Before the class ends, the leader should distribute copies of the following, as appropriate:

Work Assignment 6
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

ANXIETY

Summary Outline for Meeting on:
ANXIETY
and
OTHER THEORIES OF PERSONALITY

Objectives for the First Half of the Meeting:

A. To examine anxiety as one of the key elements in the dynamic theory model of human behavior.

B. To recognize ways in which anxiety is expressed in the work place.

C. To consider the effects of anxiety on management.

D. To consider strategies for minimizing the inhibiting effects of anxiety and maximizing its positive effects.

Evaluation:
The degree to which these objectives are achieved will be judged by the ability of the participants to apply the learning they have accomplished, both during home study and during the session, to situations arising in the meeting.

Pre-Meeting Preparation:

A. Completion of Work Assignment 6.

B. Reading as discussed at conclusion of last meeting.

Robert H. Schaffer, "The Psychological Barriers to Management Effectiveness," Business Horizons, 14:17-25, April, 1971. (Readings.)

W. H. Weiss, "Breaking the Fear Barrier," Nation's Business, 59:64-65, July, 1971. (Readings.)

Timothy W. Costello and Sheldon S. Zalkind, Psychology in Administration: A Research Orientation (Englewood Cliffs, N J.: Prentice-Hall, 1963), pp. 150-167.

Unit 2, Section 2

C. Suggestions for research task force on anxiety.

Rollo May, The Meaning of Anxiety (New York: Ronald, 1950), pp. 190-236.

Robert Presthus, The Organizational Society: An Analysis and Theory (New York: Knopf, 1962), pp. 93-134.

James J. Rago, "The Unmentionable: Our Own Behavioral Difficulties," Business Horizons, 14:59-69, August, 1971.

Materials Needed:

Chalkboard, or portable easel with pad.
Chalk or marking pens.
T-21.
Overhead projector.
Sufficient copies of the following, as appropriate:

H-2:4
Work Assignment 7
Form 2 -- Report on Readings
Form 6 -- Post-meeting Reactionnaire
Form 8 -- Viewer's Film Critique

Opening the Meeting:

State the objectives for the first half of the meeting in your own words.

Outline briefly the sequence of activities that will make up this part of the meeting:

A. Content presentation on anxiety.
B. Role playing.

A. Content Presentation:

Anxiety

In addition to the content presented in the Study Guide (2.26), the leader may find helpful the material in Schaffer's article on ways to overcome anxiety barriers to management effectiveness. This article not only shows how anxiety can affect the manager in the work situation, but also suggests some specific steps the manager can take to minimize the inhibiting effect of trying to escape from anxiety.[1]

It is suggested that the leader bring out the varying degrees of anxiety,

[1]Schaffer, op. cit. (Readings.)

making the point that while severe anxiety is very harmful, mild anxiety may actually be facilitative.

The relationship between anxiety and physical pain has been the subject of considerable research, some of which is reported by Levi,[1] and may be useful to the leader if he wishes to emphasize this subject. A transparency may also be used in this connection.

T-21 -- Relation of Anxiety to Physical Pain

This transparency attempts to show that a person filled with free-floating anxiety is prone to feeling pain, and the feeling of pain has a cumulative effect, heightening the anxiety further.

It has been estimated that due to anxiety 6% of men and 2% of women develop peptic ulcers at some time during their lives, and illness of this nature not only causes great personal discomfort to the many individuals involved, but also results in the loss of millions of working days every year.[2]

To distinguish varying degrees of anxiety and resultant effects on behavior, the leader might pass out H-2:4 at an appropriate point in his presentation.[3]

H-2:4 -- Effects of Anxiety

This chart shows in summary form the comparative effect of differing degrees of anxiety. A slight amount of anxiety has been shown to facilitate productive behavior while severe anxiety can distract the individual and interfere with his performance and achievement.

---

[1]Lennart Levi, Stress: Sources, Management, and Prevention. (New York: Liveright, 1967), pp. 20-61.

[2]Ibid., p. 60.

[3]Data presented in the chart and in the related discussion are adapted from Timothy W. Costello and Sheldon S. Zalkind, Psychology in Administration: A Research Orientation (Englewood Cliffs, N.J.: Prentice-Hall, 1963), pp. 154-156.

There are studies which indicate that when the circumstances focus attention on the task, the increased drive of an anxious individual helps him achieve superior performance; when the focus is on the person (and his possible failure) anxiety tends to cause distraction and lowered performance.

Studies have also shown that high anxiety people and low anxiety people react differently to additional stress.

Thus for high anxiety people (those seeking to avoid failure and frequently anxiety prone) the manager will want to be supportive, assuming some of the responsibility himself and focusing attention on the task -- not on the employee and whether or not he can perform. The manager will want to avoid presenting the work as a challenge and will avoid anxiety-producing demands. When high-anxiety people face achievement situations they should be protected from any implied threat to their personal stake in doing a good job.

But for low anxiety people (success-seekers with a low potential for anxiety), the manager will want to present the person with the challenge of the situation, and can probably improve performance by creating some anxiety in order to keep the levels of aspiration and performance high.

The manager needs to observe those with whom he works carefully, to observe their reactions in performance situations, so that he can discern which people tend to be success seekers with a low potential for anxiety and which tend to be failure avoiders prone to a high-anxiety level.

In summary, the chart tries to show the generalization that a slight amount of anxiety can be facilitative, but that severe anxiety is distractive and a barrier to effective behavior.

In making the point that anxiety can be a motivating influence, the following quote from Carl Rogers may prove useful in stimulating discussion from the participants.

> It seems to me that anxiety in its truest sense--the fear of something unknown and unknowable--is most likely to occur when the individual is just on the verge of discovering something within himself which he has never experienced before. In other words, I think of anxiety as being a positive step toward therapeutic growth, and that in some real sense (at least in therapy and I guess I'll limit it to that at the moment), anxiety is the client's friend, though it's rarely perceived that way. Anxiety tells him that just through this thin membrane is something he has not seen and not known and which he regards as very frightening; but if you can let yourself into it, you'll discover it isn't so bad after all.[1]

B. Participant Activity:
Role Playing

The purpose of this activity is to have participants experience how they might actually handle a problem related to anxiety. The leader begins by drawing out from the group members circumstances in their job situations which have made them or their co-workers anxious. The aim is to get spontaneous descriptions of anxiety-producing situations the participants are actually facing, and having thought about the subject in connection with Work Assignment 6, they should have examples readily in mind. From the situations briefly described by the participants, the leader should select one (or more if there is time) that seems typical enough to have value to many or at least several of the group.

Volunteer role players should then be selected to portray the situation, and the individual who suggested it should brief them as to their behavior. He should not however reveal his suggested plan or strategy for dealing

[1]Carl Rogers, "An Afternoon with Carl Rogers," Explorations, 3:4 Autumn, 1965. Quoted in Jack K. Fordyce and Raymond Weil, Managing With People: A Manager's Notebook of Organization Development Methods. Reading, Mass.: Addison-Wesley, 1971.

with the problem presented.

Following each role play there should be time for feedback and discussion of the problem and the proposed strategy for dealing with it. Perhaps there should be a replay of the situation if some of the group see the situation best handled in a different manner. During this discussion, the leader should guard participants against trying to solve situations with generalities or platitudes.

If the group seems hesitant about presenting case situations, the leader might wish to get the discussion started by giving illustrations of anxiety in the work situation, making them as real as possible in terms of the participants' own experiences. For example, one situation in which managers often face anxiety is in evaluating employees. Ask the participants if, based on their own work experiences, they have found that employee evaluation has caused them anxiety or if they have observed such a reaction in others. Then, after the situation has been formulated, based on suggestions coming from the group, ask for volunteers to role play the situation in a manner which might reduce the anxiety on the part of the manager.

The leader should conclude this part of the meeting by summarizing the most important concepts.

2 OBJECTIVES

UNIT 2
SECTION 3

2.3 To provide an awareness of some different theories of personality and their possible relevance to understanding employees in the work situation.

Unit 2, Section 3

OTHER THEORIES OF PERSONALITY

Summary Outline for Meeting on:
ANXIETY
and
OTHER THEORIES OF PERSONALITY

Objectives for the Meeting:

A. To examine briefly a variety of personality theories.

B. To discover why it can be helpful for the manager to have an understanding of various concepts of personality as he works with people.

Evaluation:
The degree to which these objectives are achieved will be judged by the ability of the participants to apply the learning they have accomplished, both during home study and during the session, to discussions and situations arising during the meeting.

Pre-Meeting Preparation:

A. Completion of Work Assignment 6.

B. Reading discussed at conclusion of last meeting.
Ernest R. Hilgard and Richard C. Atkinson, Introduction to Psychology, 4th ed. (New York: Harcourt, Brace and World, 1967), pp. 462-485.
Gordon W. Allport, Pattern and Growth in Personality (New York: Holt, Rinehart and Winston, 1961), pp. 22-33.

C. Suggestions for research task force on personality theories.
Calvin S. Hall and Gardner Lindzey, Theories of Personality. 2d. ed. (New York: Wiley, 1970).

Unit 2, Section 3

Ledford J. Bischof, Interpreting Personality Theories. 2d. ed. (New York: Harper and Row, 1970).

Salvatore R. Maddi, Personality Theories: A Comparative Analysis. (Homewood, Ill.: Dorsey, 1968).

Research task force participants with particular interest in Rogers may want to listen to some of the cassettes in the "Mental Health Info-Pak" series by Dr. Carl Rogers. Five are of particular interest to this section of the course:

- C-1 "Sharing Something of Yourself"
- C-2 "The Place of Feelings and Emotions"
- C-3 "The Struggle to Become a Person"
- C-4 "What Are the Goals of Life?"
- C-5 "The Person of Tomorrow"

In addition, films from the series entitled "Psychology of Personality" might be recommended to a task force on personality. Particularly relevant are the following:

- F-16 Dr. Gordon Allport, Part 1
- F-17 Dr. Gordon Allport, Part 2
- F-18 Dr. B. F. Skinner, Part 1
- F-19 Dr. B. F. Skinner, Part 2
- F-20 Dr. Henry Murray, Part 1
- F-21 Dr. Henry Murray, Part 2
- F-22 Dr. Raymond Cattell, Part 1
- F-23 Dr. Raymond Cattell, Part 2
- F-24 Professor Erik Erikson, Part 1
- F-25 Professor Erik Erikson, Part 2

These films are all 50 minutes in length.

Materials Needed:

Chalkboard, or portable easel with pad.
Chalk or marking pens.
Newsprint -- approximately 1 sheet per participant (alternate activity)
Felt tip pens (alternate activity)
16 mm film projector
F-16 | "Why Man Creates"
Sufficient copies of
Work Assignment 7 (or in-basket packet)
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

Opening the Second Half of the Meeting:

State the objectives for this part of the meeting in your own words.

Outline briefly the sequence of activities that will make up this part of the meeting:

A. Content presentation on personality theories.
B. Triad discussions.
C. Summary and briefing for next session.
D. Film presentation.

A. Content Presentation:

Personality Theories

The leader should present a brief outline of the range of personality theories, pointing out general similarities and differences among them, and wherever possible relating them to the dynamic theory model.

B. Participant Activity:

Triad Discussions

Divide the class into groups of 3 (triads). If there are extras, it is better to have a group of 4 than of 2. The rationale for using the triad is to maximize the participation, involvement, and resources. The charge to the triads might be similar to the following:

> Each person is to discuss which personality theory or theories are most congruent with his or her own personal philosophy and values.

The leader should walk among the groups, listening to their discussions though not entering in. He will thereby gain a feeling for the attitudes and interaction of individuals, which will help him later in leading the

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entire group in discussion. If, on the basis of his listening, the leader feels there is time, a general discussion by the whole group might follow and participants would then be invited to share as they wish their insights and thoughts.

Alternate Participant Activity:
General Group Discussion

If the leader prefers he could have a general group discussion focused on the validity of various models of human behavior -- as tested from the experience and observation of the members of the group. He would act as a discussion leader during this period, summing up the chief points at the end of the session.

This format would be most useful if the group is active and participative in group discussion and if the leader is skilled in facilitating interpersonal communication.

Alternate Participant Activity:
Small-Group Visual and Verbal Presentation

If it is a fairly large-sized group (18 or more), divide the class into small groups -- one for each of several major models. The participants may be divided along interest lines or arbitrarily. In the first instance, they would select the model they wanted to work with; in the second instance, it would be assigned by the leader. Each group should be supplied with newsprint and pens, and the charge would be something like the following:

> Illustrate the model you have (selected or been assigned) in symbolic form. Work as a group rather than as individuals.

For example, Maslow's theory might be represented in the form of a triangle, or Kelly's theory might be represented by a series of circles indicating the relation to environment, the evolution of constructs and the control of events.

At the end of an allotted time period, each group should present its representation and an explanation of it to all the participants.

This format allows working in depth to understand one theory, a visual and verbal presentation of that understanding, and a view of the other theories as seen by colleagues.

C. Summary and Briefing for Next Session

Time should be allowed during the meeting for an evaluation and summarization of Unit II, with emphasis on relating concepts from personality theory to better understanding of human behavior in organizations.

It is suggested that the leader conclude class coverage of Unit II by devoting the last 25 minutes of the meeting to a film presentation on human creativity. Before showing the film, he might want to briefly introduce the next unit of the course, which will be focused on management as a system, the worker as a system, and the integration of the two. In making suggestions for reading in preparation for the next meeting, the leader might consider the following:

On management system:

Ernest R. DeProspo, "Contributions of the Political Scientist and Public Administrator to Library Administration," in Neal Harlow and others, Administration and Change: Continuing Education in Library Administration. (New Brunswick, N.J.: Rutgers, 1969), pp. 29-38.

Douglas M. Knight and E. Shepley Nourse, eds. Libraries at Large: Tradition, Innovation, and the National Interest (New York: Bowker, 1969), pp. 161-344.

Mack Hanan, "Make Way for the New Organization Man," Harvard Business Review, 49:128-138, July-August, 1971.

On worker system:

James G. March and Herbert A. Simon, Organizations (New York: Wiley, 1958), pp. 34-111.

Mason Haire, Psychology in Management (New York: McGraw-Hill, 1956), pp. 21-60.

D. Film Presentation

F-26 "Why Man Creates"

This is a prize winning film on the history of the creative process and the richness of creative potential inherent in every individual.

Show the film, which takes 25 minutes.

At the end of the meeting, the leader should make available copies of the following, as appropriate:

Work Assignment 7 (or in-basket packets, if leader has decided as pre-meeting preparation instead)
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

In preparation for the next meeting the leader may wish to recommend for independent viewing the following films:

F-27	"Social Psychology" (26 minutes)
F-28	"The Future of Technology" (30 minutes)
F-29	"What Can I Contribute ?" (25 minutes)

3 UNIT 3
WORK, MANAGEMENT AND THE WORKER: AN INTEGRATION OF THE SYSTEM

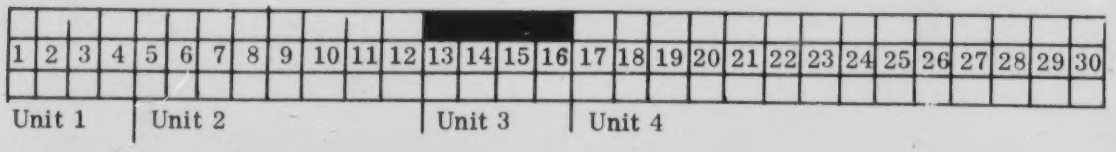
3 SCHEDULE BLOCKS

UNIT 3

75 Min. Periods	
13	3.1 Management as a System and Its Integration into the Worker System
14	3.2 The Librarian-Worker as a System and the Integration into the Management System
	Work Assignment 8
15	3.3 Interaction and and Response of the Management
16	System's Goals and the Worker System's Goals
	Work Assignment 9

Each solid block represents one class session and implies a 150-minute instructional session. The course is planned for 15 weeks with two 75-minute periods each week. The words in each block indicate only the basic concepts under consideration. The Arabic numbers correspond to the unit numbering in the course outline. Work Assignments to be assigned and completed outside of class are also indicated.

Proposed Periods



3 OVERALL OBJECTIVES

UNIT 3

3.1 To consider management as a system and its integration into the worker system.

3.2 To consider the librarian-worker as a system and its integration into the management system.

3.3 To consider interaction and response of the managerial system's goals and the worker system's goals.

3 OBJECTIVES

UNIT 3
SECTION 1

3.1 Management as a system and its integration into the worker system.

3.11 To examine the external forces and influences on the management system.

3.12 To examine the sources of power and authority of the management system and their impact on the employee worker system.

3.13 To examine clientele pressures on the management system and their impact on the employee system.

3.14 To examine how the vesting of authority and power leads to the functions of management.

3.15 To examine how the investment of authority in management establishes performance requirements on management.

3.16 To show how the librarian's role affects management performance requirements.

3.17 To examine the manager's capabilities and incentives to affect the employee's performance.

Unit 3, Section 1

MANAGEMENT AS A SYSTEM

Summary Outline for Meeting on:
MANAGEMENT AS A SYSTEM
and
THE LIBRARIAN-WORKER AS A SYSTEM

Objectives for the First Half of the Meeting:

A. To examine some of the external forces and influences on the management system of the library.

B. To consider the sources of the management system's power and authority.

C. To examine the impact of management's power and authority on the worker.

D. To explore the meaning and implications of role behavior in organizations.

Evaluation:
Participants will be considered to have understood these concepts when they have demonstrated that they are able to apply the learning they have accomplished to situations discussed in the meeting. In addition the degree to which these objectives are achieved will be judged by the following:

A. The ability of the participant to depict graphically the power structure in his own library situation.

B. The ability of the participant to define on paper his idea of his own role as an individual librarian and the role his library organization expects him to fill.

C. The ability of the participant to induce from situations arising during the meeting some general management concepts relative to

power and authority structures influencing the library.

Pre-Meeting Preparation:

A. Completion of Work Assignment 7.

B. Completion of in-basket exercise (alternate to A).

C. Reading as discussed at conclusion of last meeting.

Ernest R. DeProspo, "Contributions of the Political Scientist and Public Administrator to Library Administration," in Neal Harlow and others, Administration and Change: Continuing Education and Library Administration (New Brunswick, N.J.: Rutgers, 1969), pp. 29-38.

Douglas M. Knight and E. Shepley Nourse, eds., Libraries at Large: Tradition, Innovation, and the National Interest (New York: Bowker, 1969), pp. 161-344.

Mack Hanan, "Make Way for the New Organization Man," Harvard Business Review, 49:128-138, July-August, 1971.

D. Suggestions for research task force on the management system.

William Foote Whyte, Men at Work (Homewood, Ill.: Dorsey 1961).

Clarence C. Walton, Ethos and the Executive: Values in Managerial Decision Making (Englewood Cliffs, N.J.: Prentice-Hall, 1969).

George F. Lombard, "Relativism in Organizations," Harvard Business Review, 49:55-65, March-April, 1971. (Readings.)

"The Systems Approach to Personnel Management," American Management Bulletin (New York: American Management Association, 1965). (Readings.)

Materials Needed:

Chalkboard, or portable easel with pad.
Chalk or marking pens.
T-22 through T-24.
Overhead projector.
Newsprint -- several sheets per participant.
Felt tip pens for all.
Sufficient copies of:
H-3:1

Work Assignment 8
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

Adequate supply of the following if in-basket exercises to be completed during the meeting:
In-basket packets (envelope containing pieces of correspondence and instructions) -- H-3:2
Pens
Paper
Scratch pads
Paper Clips

Opening the Meeting:

State the objectives for this part of the meeting in your own words.

Outline briefly the sequence of activities that will make up this part of the meeting:

A. Content presentation on external forces influencing the library management system.
B. Symbolic drawing of power and authority.
C. Content presentation on role behavior.
D. Individual role definitions and small-group discussion.
E. In-basket exercises (alternate activity in lieu of some or all of above activities)

A. Content Presentation:
External Forces Influencing the Library Management System

In connection with this presentation, the leader will probably find most helpful, in addition to the Study Guide content (3.11), the material in Libraries at Large, one of the suggested items for pre-meeting preparation.

The following transparencies can be used to illustrate the presentation:

T-22 External Forces Influencing the Library

T-23 The Library System Interacting with the Environment

B. Participant Activity:
Symbolic Drawing

The purpose of this exercise is to elicit the participant's view of the control and power relationships existing in his library.

> Direct the participants to draw a symbolic representation of the power and authority of the management system in their library (1) as they see it existing at the present time, not as the organization chart presents it -- actual power; and (2) as it might exist -- potential power. Encourage them to be as creative as possible, and specify that each representation should be drawn large enough to explain to the rest of the class.

If some individuals are from the same library, each should draw a separate representation, although they might wish to present them together. If asked, the leader might suggest a drawing of a tree as one possibility, or a series of circles of influence. In any event, the representation should depict the control and power as the individual sees it -- not as the organization chart presents it. It should bring into play the informal controls as well as the formal channels of communication and decision making. The first drawing, actual power and authority, can be usefully supplemented by a second drawing depicting potential power in the library, to show how various positions of power might differ if held by different people.

C. Content Presentation:
Role Behavior

In discussing role behavior, particularly how those in positions of power (both formal and informal) interpret their own roles in the organization, the leader may wish to refer to the material on social needs -- the need for power, and the need for affiliation -- presented briefly in Organizational Psychology.[1] The behavioral consequences of these needs are quite different and have important organizational implications. Stated in the most general terms, high power need results in competitive behavior and high affiliation need results in collaborative behavior.

[1]David A. Kolb, Irwin M. Rubin, and James M. McIntyre, Organizational Psychology: An Experiential Approach (Englewood Cliffs, N.J.: Prentice-Hall, 1971), p. 176. Both the following handout and the subsequent related discussion are based on material in this book, pp. 185-186.

If the leader wishes to explore this subject in more detail with the group, H-3:1 could be used effectively to supplement his presentation at this point.

H-3:1 Competitive vs. Collaborative Behavior

In discussing differences between competitive and collaborative behavior, it is important to make clear that most of the situations in which we find outselves are neither wholly competitive nor wholly collaborative. The important thing is that the manager keep an open mind, have trust in others, and continually re-examine situations to find and maximize their collaborative aspects.

The leader may also choose to make a few general remarks about the concept of "role," before beginning the next participant activity, with particular emphasis on the application of role theory and analysis to organizational behavior.

Role theory comes to us from the disciplines of sociology and social psychology. In role theory it is assumed that a culture or society has "roles" which are played by its members, who in this sense are "actors." Roles, such as those of librarian, doctor, husband, and so forth, consist of a body of expected behavior, which to a large degree guides the action of the individuals who come to play these roles.

In studies at the Institute for Social Research at Michigan and elsewhere, role theory and analysis have been applied to organizational behavior, opening new and exciting avenues to understanding. What are roles such as department head, library technician, library director, in terms of behavior, or in terms of value structure? How are these roles created? To what extent, and how, are they capable of being "rewritten"? To what extent can a single individual play several organizational roles? What are the relationships between roles

in the social matrix and those actual and possible in organizations? These questions have specific organizational relevance, in terms of position-classification, for example.

For library workers to work cooperatively within the library organizational framework, there must be norms of behavior and attitude to serve as bases for social interaction. "A cluster of these norms associated with social interaction is termed a role. Individuals assume roles when they join organizations, so their behavior in organizations is actually role behavior. The purpose of this behavior is twofold: from an organizational point of view, it is aimed at mission accomplishment; from the individual's point of view, it is aimed at personal need satisfaction. Since these purposes are comingled, the need for cohesive group action is magnified."[1]

According to Levinson, role behavior is a part of personality and is expressed in terms of basic values, opinion of one's self, objectives in life, and attachment to an occupation.[2] The purpose of role definition is to guide the individual in his pursuit of goals and to help him obtain work satisfaction.

The leader may wish to make use of the following transparency during this part of his presentation:

T-24 Role Expectations and Their Interactions

[1]Billy J. Hodge and Herbert J. Johnson, Management and Organizational Behavior: A Multidimensional Approach (New York: Wiley, 1970), p. 215.

[2]Daniel J. Levinson, "Role, Personality, and Social Structure in the Organizational Setting," Journal of Abnormal and Social Psychology, 58:177-178, March, 1959.

Library management should note three things regarding role perceptions.[1]

1. The library organization with its job expectations for the librarian-worker is not the only force which makes demands of him. The informal groups in the work situation also act as an expectation source. Sometimes the demands and expectations of informal groups may seem more important than the job demands of the library organization.

2. Each librarian-worker will attempt to define all the roles expected of him. His accuracy in the definitional process can determine his satisfaction and performance on the job.

3. Library management needs to understand that that the three sources of expectations -- formal, informal, and individual -- will interact and modify each other.

D. Participant Activity:
Individual Role Definitions and
Small Group Discussions

A related activity suggested for possible use is to ask each participant to define on paper his idea of his own role as an individual librarian and the roles his library organization expects him to play. Divide into groups of 5 or 6 and discuss further the question of role. After about 15 minutes, each group could be asked to share their thoughts on such questions as:

Why should management have a thorough understanding of roles?

Have new questions come to you regarding your individual role? Or the role your individual library expects you to fulfill?

[1]Adapted from William G. Scott, Human Relations in Management: A Behavioral Science Approach (Homewood, Ill,: Irwin, 1962), p. 107.

E. Alternate Participant Activity:
In-Basket Exercises[1]

This is a relatively time-consuming activity, and if undertaken during class time, probably could not be completed in less than an hour, at the very least. It might be used effectively at this point in the course either as a take-home exercise (substituted for Work Assignment 7), or as a group activity if the leader wishes to alter somewhat the time framework by devoting an extra class session to Unit III.

If the in-basket exercises are completed out of class by participants, their responses (written out ahead of time) would then serve as a basis for discussion during the session.

If these exercises are to be completed during class time, it is suggested that the leader begin with a general introduction covering highlights in the Study Guide (3.1) to indicate the types of management concepts he wishes to illustrate by means of the in-basket exercises.

Participants should be instructed to find a comfortable place in the room for working by themselves (or the leader may elect to establish pairs of teams to do the exercises).

The leader next distributes the in-basket packets, [H-3:2], including instructions for the activity, pens, paper, scratch pads, and paper clips.

Following the distribution of instructions to each participant, the leader allows the group to read the instructions and provides answers to any questions of time procedure. From 30 to 45 minutes needs to be allowed for the actual in-basket task.

When the time is up, the leader forms groups of 5 to 10 to share their correspondence and to extrapolate general management concepts from their discussion of the merits of various approaches to problem-solving.

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[1] In preparing for effective use of in-basket exercises the leader may find helpful: Robert D. Joyce, "In-Basket Training for Engineering Managers," Training Technology, Supplement to Educational Technology, 10:S20-S26, January, 1973. In addition, the leader may find helpful either to view himself or show the entire group a Harvard Business School film on in-basket training entitled, "Hope Electronics Company--[F-30].

The leader then leads the entire group in a short summation of the management concepts they have inferred from their small-group discussions. He should conclude the activity by highlighting the key concepts involved in this particular group of in-basket items.

3 OBJECTIVES

UNIT 3
SECTION 2

3.2 The librarian-worker as a system and its integration into the worker system.

3.21 To examine the worker as a system of personality, attitudes, abilities, knowledge, skills.

3.22 To examine the worker as a need and goal system.

3.23 To examine the worker as a decision system.

3.24 To evaluate worker decision making and its impact on management goals.

3.25 To examine management perspectives of the worker.

3.26 To examine the worker's perspective of the job and management.

Unit 3, Section 2

THE LIBRARIAN-WORKER AS A SYSTEM

Summary Outline for Meeting on:
MANAGEMENT AS A SYSTEM
and
THE LIBRARIAN-WORKER AS A SYSTEM

Objectives for the Second Half of the Meeting:

A. To examine the worker as a system of personality, attitudes, abilities, knowledge, and skills.

B. To examine attitudes and their importance in the work place.

C. To examine factors influencing the communication process.

Evaluation:
Participants will be considered to have understood these concepts when they have demonstrated that they are able to apply the learning they have accomplished to situations discussed in the meeting. In addition the degree to which these objectives are achieved will be judged by the following:

The ability of the participant to analyze his attitudes on a given issue and to understand why a manager needs to be concerned with an employee's attitudes.

Pre-Meeting Preparation:

A. Completion of Work Assignment 7.

B. Reading as discussed at conclusion of last meeting:
James G. March and Herbert A. Simon, Organizations (New York: Wiley, 1958), pp. 34-111.
Mason Haire, Psychology in Management (New York: McGraw-Hill, 1956), pp. 21-60.

C. Suggestions for research task force on the librarian-worker system.

William Foote Whyte, Men at Work (Homewood, Ill.: Dorsey, 1961).

Louis E. Davis, "Job Satisfaction Research: The Post-Industrial View," Industrial Relations: A Journal of Economy and Society, 10:176-193, May, 1971.

Materials Needed:

Chalkboard, or portable easel with pad.
Chalk or marking pens.
Newsprint -- enough for small group listing activity.
Felt-tip pens
Masking tape
T-25 through T-27 .
Overhead projector
Sufficient copies of:

- H-3:3 -- Directions for Attitude Study
- H-3:4 -- Attitude Study
- H-3:5 -- Sample Attitude Study

Work Assignment 8.
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

Opening the Second Half of the Meeting:

State the objectives for this part of the meeting in your own words.

Outline briefly the sequence of activities that will make up this part of the meeting:

A. Group lists of characteristics the worker should have.
B. Content presentation on the library worker as a whole person, a system.
C. Individual attitude studies.
D. Content presentation on communication
E. General group discussion.
F. Summary and briefing for next session.

A. Participant Activity:

Group Lists

To focus participants' thinking immediately on the array of

characteristics an individual library employee brings to his job, the following group activity is suggested to open this part of the meeting. Divide the class into working groups of 3 to 5. The charge to each group would be something like the following:

> In your group make up a list of the characteristics which you feel are most advantageous for a worker to have. These should be categorized under two headings:
>
> (1) Make one list from the point of view of the library employee and list in rank order the factors that you believe should determine your future advancement.
>
> (2) Make another list from the point of view of the library management system and list in rank order the factors you believe your library system uses in evaluating individuals for promotion.
>
> Put your lists on newsprint, and write large enough that they can be read by all of us.

To clarify procedure, the leader might briefly outline on the board or easel a format for the lists, such as the following:

RANK ORDER OF IMPORTANCE OF
THE ADVANTAGEOUS CHARACTERISTICS
FOR THE WORKER IN A LIBRARY ORGANIZATION

From the Point of View of the Librarian-Worker: Major Factors that You Believe Should Determine your Future Advancement		From the Point of View of the Library-Management System: Major Factors You Believe your Library System Uses in Evaluating Individuals for Promotion	
Rank Order	Factor	Rank Order	Factor
1	Creativity	1	Job Knowledge
2	Ability to direct others	2	Cooperativeness

After a few minutes, the leader can direct the groups to share their lists, perhaps posting them on the wall with masking tape for all to see.

After the groups have finished discussing their lists, the leader might wish to point out that in the study of middle and upper-level librarians by Kortendick and Stone,[1] when librarians were asked a question about what abilities or skills they would consider most important for someone replacing them on the job to have, the highest response was given to personal characteristics. The personality traits they ranked the highest were: (1) getting along with people (mentioned by 114 respondents); (2) adapability or flexibility (mentioned by 38 respondents); (3) patience (22 respondents); (4) dedication and loyalty (18 respondents); (5) fortitude (10 respondents). In all 229 respondents listed personality traits in answer to this question; 219 listed specialized library functions; 205 respondents listed specialized subject areas; 175 listed administrative knowledge and skills; and 38 listed general knowledge and experience.

Another study to which the leader might wish to refer by way of comparison involves business administration students at Oklahoma City University.[2] The students participating in the study were asked to list factors they thought would determine their future advancement. The top three factors listed were: (1) initiative, (2) ability to assume responsibility, and (3) ability to lead and direct others. The top three factors these same individuals said they would use in evaluating subordinates for promotion were (1) quality of work, (2) dependability, and (3) job knowledge.

B. Content Presentation:
The Librarian-Worker as a Whole Person -- A System

The following remarks are intended to suggest an approach to developing a discussion on the importance of thinking about the librarian-

[1] James J. Kortendick and Elizabeth W. Stone. Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers. Final Report, Phase 1. (Washington, D. C.: Department of Library Science, The Catholic University of America, 1970) (ED 038 985). Later rewritten and republished as Job Dimensions and Educational Needs of Middle and Upper-Level Library Personnel (Chicago: American Library Association, 1971).

[2] Clement J. Nouri, "Challenge Not Security," Personnel Administrator, 14:30-34, July-August, 1969.

worker as a whole person.[1]

The overwhelming characteristic of work in our time is change, and the only instruments capable of making changes are the managers, the supervisors and the workers. There is only one effective way to get changes made and that is for the employees to want to make them. It is important to never forget that it is the individual, the worker, who is being asked to make a given change and that it is the employee who is in control of the situation. It is the worker who must make the final decision to make a change and to determine how much or how little he or she will do. The supervisor, in the extreme position, can fire the worker, but the question then arises as to what this will accomplish.

A point that must be made has been well stated by Drucker: "In hiring a worker...one cannot 'hire a hand'; its owner always comes with it... one can hire only a whole man rather than any part thereof..."[2]

T-25 Inner Forces Influencing Library Employees

This transparency attempts to show the factors involved in thinking of the librarian-worker as a whole person. When one hires this "whole" man or woman, one has hired a personality -- motivation, aspirations, attitudes, perception, values, skills, knowledge, intelligence, levels of expectation and tolerance, status, role, individual differences, and many other factors. Every library worker has a personality different from every other library workers' personality.

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[1]The opening remarks are adapted from Charles H. Goodman, "Employee Motivation," Library Trends, 20:39-47, July, 1971.

[2]Peter F. Drucker, The Practice of Management. (New York: Harper, 1954, p. 262.

> Personality has been defined in simple terms as "all that a man has been -- is -- and hopes to be."[1] This is the total person -- the way he thinks and feels, his likes and hates, his abilities and interests, his values, his hopes and desires. In the work place his hopes and ambitions may be fulfilled or smashed. Here his aspirations may be achieved and challenged, here he may develop frustration, aggression, hostility, or apathy. It is his work place which consumes so large a part of his life and either provides fulfillment of his needs or miserably fails to meet them.

C. Participant Activity:
Attitude Study

If there is time in the session, it is suggested that the participants engage in an attitude study[2] to demonstrate why a manager should be concerned with changing attitudes. Concepts introducing the attitude study might include the following:

> Today we live in a very "noisy" society -- a society innundated with communications. The individual is constantly being bombarded from all sides; his escape is often just to block most of it out. He retreats inside his own safe cocoon, in this way shielding himself from the onslaught of noise.
>
> Gerhart Wiebe[3] explains it this way: "Think of individuals . . . gyroscopic organisms, each in its own state of dynamic equilibrium -- eac spinning along absorbing and consuming,

[1]William C. Menninger and Harry Levinson, Human Understanding in Industry: A Guide for Supervisors (Chicago: Science Research Associates, 1956), p. 17.

[2]This entire section on attitudes is adapted from Micki Jo Young, "Public Relations for Librarians: A Course of Study." (Unpublished Master's Research Paper, The Catholic University of America, Washington, D.C., 1969).

[3]Gerhart D. Wiebe. "The Gyroscopic Phenomenon," in Raymond Simon, ed., Perspectives in Public Relations (Norman, Okla.: University of Oklahoma, 1966), p. 140.

> resisting and flinging away things in that impersonal, self-serving and preoccupied process that selects from the environment those things that preserve and sustain internal equilibrium." He goes on to point out that people are actively preoccupied with their own concerns and quite actively resistant to the concerns of others.
>
> One way of looking into yourself to root out your predispositions and where they came from is to engage in an attitude study.

At this point the leader should distribute copies of the instructions, H-3:3 and the attitude study, H-3:4 .

> This study consists of three parts. First, you must take a position on a controversial issue. It can be a positive or negative stand, but the issue must be big. Examples of issues are birth control, gun registration, the war in Vietnam, Nixon, etc.
>
> After you state your position, "I favor thus and so..." or "I'm opposed to thus and so...", you then, in the second part, list your reasons, 1 - 2 - 3, for taking this position. It isn't too difficult so far. It's the third part that takes some soul-searching. In fact, that is what the third part involves. You are to list the forces shaping your underlying attitudes. Often this process can be a little uncomfortable.[1]

When the forms have been filled out, the leader should engage the group in discussion about the results. He might begin with some remarks like the following:

> It probably was not difficult for you to state your position on an important topic -- whether you are for or against it. And with a little thought almost everyone can come up with valid reasons to justify the position taken.

[1] Young, op. cit., p. 61.

But the key to it all lies in the underlying forces that cause you to hold this position -- to have these attitudes. It is very difficult and sometimes painful to look deeply into yourself and express why you feel the way you do. But it is very important. In order to communicate successfully you must understand yourself first and then realize that each individual you communicate with is just as complicated as you.

Harwood Childs[1] classifies the factors that shape a person's attitudes into two categories: (1) active, primary factors, and (2) latent, secondary factors. The active, primary factors are the things we read, hear, see -- the ideas, reports, news, representations that constitute our world of verbal symbols. The underlying, latent or secondary factors include one's culture, race, family, religion, education, economic status, social status, social class -- one's biological, physical, social, and psychological heritage.

At the conclusion of this activity, the leader may wish to give participants copies of H-3:5 , a sample attitude study from Young, as it represents a relatively honest and thorough attempt to analyze one's attitudes in terms of primary and latent determinants.

D. Content Presentation: Communication

After the discussion of attitudes, the leader may wish to take an opportunity to talk briefly about communication, perhaps beginning with how attitudes influence the process of communication. Two transparencies may prove useful in this presentation.

T-26 Individual Differences Affecting the Communication Process.

This is a symbolic representation of the concept that the effectiveness of the message you communicate is not inherent in the message you release.

[1]Harwood L. Childs, An Introduction to Public Opinion (New York: Wiley, 1940), p. 66.

You will note first that the message you release is qualified by your own experiences, interests, vocabulary, speaking ability, writing ability, as well as by your attitudes, emotions, beliefs, bias, fears, and prejudices. From the total amount of information on a given subject, you choose a certain portion to send. This portion constitutes the message you wish to communicate. But this message is then subject to further modification for it must pass through "internal filters" (within yourself), "external filters" or "noise" -- any sound or other interference that distorts the message. Finally the shape of the message is distorted still further by the internal filters in the receiver.

It is important for the manager to remember this basic concept whenever he communicates. Stated in computer jargon, the sender and the receiver have been "programmed" differently. They have different experiences, vocabularies, skills, abilities, as well as different emotions, interests, and attitudes.

T-27 Message in the Mind of the Sender vs. Message in the Mind of the Receiver

In this transparency, A represents the total experience of the sender. B. represents that portion of the total experience which is transmitted. C represents that portion of the total experience of the sender which is received by each of the receivers. For the individual receiver, the type and amount of information received depends on the circumstances surrounding him.

From this chart, the following conclusions can be drawn:

1. The message in the mind of the sender differs from that in the mind of the receiver.

2. The message in the mind of each receiver differs.

3. The message which is received, understood, and retained in the mind of the receiver is influenced by his background, baises, fears, and needs. We see and hear what we have been taught to see and hear.

In summing up, the leader might make the following points:

> The manager must seek to understand the whole person with whom he is working. In order to understand those with whom he works he must first have some understanding of himself. What are his own problems, his worries, his attitudes, and why does he have them? How do these factors affect his own behavior and in turn so vitally affect his workers? Is he conscious of the possibility that it may be his own behavior and his own attitudes which are producing the kind of response from his workers he does not like or want? Unless we seek some understanding of ourselves in terms of how we affect workers, we may experience considerable difficulty in directing and motivating them.

E. Participant Activity:
General Group Discussion

In whatever time may remain, it is suggested that there be as much class discussion as possible. The leader might introduce questions such as the following:

> How do you feel management sees you as an employee? Your strengths and weaknesses?
>
> How do you see management? Strengths and weaknesses?
>
> To what extent have your decisions affected management? (Be specific.)

F. Summary and Briefing for Next Session:

In closing this session the leader should sum up the main concepts covered and give a brief statement of how they relate to the next session on the interaction of the managerial system and the worker system.

In making suggestions for reading, he might recommend:

Robert Tannenbaum and Warren H. Schmidt, "How to Choose a Leadership Pattern," Harvard Business Review, 36:95-101, March-April, 1958. (Readings.)

Edgar H. Schein, Organizational Psychology (Englewood Cliffs, N.J.: Prentice-Hall, 1965), pp. 95-106.

For participants interested in exploring further the subject of communication, the following films might be suggested for independent viewing.

F-31	"Communicating Management's Point of View" (22 minutes)
F-32	"Communication Feedback" (21 minutes)
F-33	"More than Words" (14 minutes)
F-34	"Are You Listening?" (13 minutes)

Before the group disperses, the leader should make available copies of the following, as appropriate:

Work Assignment 8
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

3 OBJECTIVES

UNIT 3
SECTION 3

3.3 Interaction and response of the managerial system's goals and the worker system's goals.

3.31 To examine management's goals and employee goals.

3.32 To examine how these sets of goals interact.

3.33 To examine management power and its use to obtain management goals.

3.34 To examine employee power and its impact on management goals.

3.35 To consider the concept of integration of employee and management goals.

Unit 3, Section 3

INTERACTION BETWEEN THE MANAGEMENT SYSTEM'S GOALS AND THE WORKER SYSTEM'S GOALS

Summary Outline for Meeting on:
INTERACTION BETWEEN
THE MANAGEMENT SYSTEM'S GOALS
AND
THE WORKER SYSTEM'S GOALS

Objectives for the Meeting:

A. To identify individual goals and their interaction with organizational goals.

B. To identify individual leadership styles and their consequences on others and on performance.

C. To examine the relationship between leadership and goal attainment.

Evaluation:
The degree to which these objectives are achieved will be judged by the following:

A. The ability of the participants to gain self-insight as to leadership attitudes, goals, and behavior.

B. The ability of the participants to understand the conditions which cause leadership styles to inhibit or facilitate group goal attainment.

C. The ability of the participants to analyze their own leadership behavior in situations arising during the meeting.

Pre-Meeting Preparation:

A. Completion of Work Assignment 8.

B. Reading as discussed at conclusion of last meeting.

Robert Tannenbaum and Warren H. Schmidt, "How to Choose a Leadership Pattern," Harvard Business Review, 36: 95-101, March-April, 1958. (Readings.)

Edgar H. Schein, Organizational Psychology (Englewood Cliffs, N. J.: Prentice-Hall, 1965), pp. 95-106.

C. Suggestions for research task force.

James G. March and Herbert A. Simon, Organizations (New York: Wiley, 1958), pp. 172-210.

George F. Lombard, "Relativism in Organizations," Harvard Business Review, 49:55-65, March-April, 1971. (Readings.)

Mack Hanan, "Make Way for the New Organization Man," Harvard Business Review, 49:128-138, July-August, 1971.

Materials Needed:

Chalkboard, or portable easel with pad.
Chalk or marking pens.
T-28 through T-30 .
Overhead projector
Sheets of paper - - 2 or 3 per participant (for individual writing activities)
Pens or pencils
Sugar cubes or toy blocks (40-50 for each group of 6 participants)
Blindfolds (2 for each group of 6 participants)
Clock or watch with minutes marked.
Sufficient copies of:

H-3:6 through H-3:8
Work Assignment 9
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

Opening the Meeting:

State the objectives for the meeting in your own words.

Outline briefly the sequence of events that will make up the meeting.

A. Comparison of individual and organization goals.

B. Simulation game, and discussion of result.

C. Content presentation on leadership and goal attainment.
D. Individual consideration of personal leadership style.
E. Determination of individual goals.
F. Summary and briefing for next session.

A. Participant Activity:
Personal and Organizational Goals

To introduce the topic of the interrelatedness and interaction between management goals and worker goals, it is suggested that the leader open the meeting with a participant activity utilizing Work Assignment 8, which was completed in preparation for this meeting. Ask the group members to list their own goals with respect to the library in which they are working at this particular time in their careers. They should include long-term professional goals. This list should then be compared with Work Assignment 8, on which they stated the goals of higher management in their libraries. Instructions to the participants might be similar to the following:

> Put the two lists side by side and draw solid lines from one to the other where there is actually interaction and mutual support of these goals. Draw a dotted line between those which have a potential of interacting, but do not do so.

Participants should be encouraged to think about answers to such questions as:

> In what way could your personal goals more fully support the organization?
>
> In what ways could the organization more fully support your own goals without such support becoming dysfunctional to the library organization?

B. Participant Activity:
Simulation Game[1]

The purpose of this activity is to enable the participant to identify his own style of leadership and to see some of its consequences on

[1]David A. Kolb, Irwin M. Rubin and James M. McIntyre, ORGANIZATIONAL PSYCHOLOGY: An Experiental Approach, (c) 1971. Adapted by permission of Prentice-Hall, Inc., Englewood Cliffs, N. J.

others and on performance.

The first step is to divide the participants into teams of 6. Extra members should act as observers with different teams. Each team should divide into subteams of 3 members (hereafter referred to as Team A and Team B), and each of the subteams should then choose a leader. The leader will serve as the manager and the remaining 2 members will be the workers.

The task is to build as high a tower as possible using the building materials provided (40 to 50 sugar cubes or toy blocks for each group of 6). The workers are to be blindfolded and must work only with their nondominant hand (i.e., a right-handed person must use only his left hand).

The game is played in two steps. First, team A will build its towers while team B observes, and then the process is reversed as team B builds and A observes. The teams are competing against each other to see which can build the highest towers in accordance with predetermined goals.

To begin, everyone should read the instructions, H-3:6 , team A should organize its building materials, and see that its workers are blindfolded, while team B reviews the guidelines for observers H-3:7 .

The game has four rounds. At the start of each round, the team manager should state the goal he has set for each of his workers and record the goal on the score sheet which is included on H-3:6 . The score for each worker will be determined by how accurately the established goal meets the actual size of the tower. If the goal is 10 blocks and the tower is 8 blocks, the worker's score is zero. If the goal is 10 blocks and the tower is 12 blocks, the worker's score is 10. The team with the highest score wins.

If at any time the tower collapses, the round is over and the score is zero. There is no time limit on the first two rounds. The last two rounds are to be 3 minutes each. The observing team should keep time for the last two rounds.

After the third round, the manager must decide which of his workers to promote to the position of manager. That person then becomes manager, giving his blindfold to the former manager who becomes one of the workers. The new manager then directs the goal setting and production in the last round.

When team A has completed all four rounds and recorded its score, team B prepares for its construction rounds while team A reads the observer's guide.

After all the teams have completed their tower building, each group of 6 (and the extra observers, if any) should discuss their observations of behavior during the game, with particular attention to analyzing how goals were set, how much freedom the manager allowed workers, and how different approaches to goal setting affected performance.

The activity might be concluded by the groups of 6 then sharing their observations with each other in a total group discussion.

C. Content Presentation:
Leadership and Goal Attainment

Following the group discussion, the leader should sum up the main ideas brought out in the game and then elaborate on the relationship between leadership style and goal attainment. The purpose of his presentation is to provide participants with some "handles" to use in grasping the significance of their own leadership style as it relates to goal attainment. The following outline, based on Tannenbaum and Schmidt[1] is presented for the convenience of the leader. It is also suggested that the leader make use of the transparency series T-28 to highlight various points in his lecture.

DETERMINANTS OF LEADERSHIP RELATIVE TO GOAL ATTAINMENT

A. Forces in the manager
   1. His value system
   2. Confidence in his subordinates
   3. Own leadership inclinations
   4. His tolerance for ambiguity

[1]Robert Tannenbaum and Warren H. Schmidt, "How to Choose a Leadership Pattern," Harvard Business Review, 36:95-101, March-April, 1958. (Readings.)

5. Relative importance he attaches to organizational goals, personal growth of subordinates, and organizational efficiency

B. Forces in the subordinates
   1. Need for independence
   2. Their tolerance for ambiguity
   3. Interest in the problem
   4. Understanding of and identification with organizational goals
   5. Knowledge and experience to deal with problem

C. Forces in the situation
   1. The organization
      a. nature of organizational goals
      b. values, traditions, and policies
      c. size of work units
      d. geographic distribution of work units
   2. The group's effectiveness
      a. experience in working together
      b. similarity of background and interest
      c. group's confidence in itself to solve problems
      d. mutual acceptance and respect
      e. understanding and acceptance of goals and standards set for group.

D. Participant Activity: Individual Statements of Personal Leadership Styles

Ask each participant to write down what leadership style he or she most frequently uses on the job.

Next ask each person to try to state in writing what forces have shaped his or her particular leadership style.

After the participants has completed their statements, a general discussion should follow in which there is a comparison of the on-the-job forces and leadership styles. Further questions could be asked to

bring greater depth to the discussion.

What ideal leadership style would you like to adopt?

What personal or organizational changes would have to occur in order to accomplish this ideal?

In connection with this last question, the leader should make sure that the influence of organizational and personal goals and their interaction be brought out in the discussion.

The following transparency might also be shown at this point, and the leader may wish to conclude the discussion with a quote from Tannenbaum and Schmidt which goes well with the transparency.

T-29 Range of Leadership Behavior

According to Tannenbaum and Schmidt[1], "the successful manager of men can be primarily characterized neither as a strong leader nor as a permissive one. Rather, he is one who maintains a high batting average in accurately assessing the forces that determine what his most appropriate behavior at any given time should be and in actually being able to behave accordingly. Being both insightful and flexible, he is less likely to see the problems of leadership as a dilemma."

E. Participant Activity:
Determination of Individual Goals

As a summary activity for this unit of the course, the participants should be encouraged to focus on their own expectations with respect to their jobs. The leader might first sum up the highlights of the unit, making reference again to the idea that employees tend to be motivated to work hard toward meeting organizational objectives, to accept and to seek responsibility, and to show considerable initiative, when they are employed in an organization which meets their needs. A transparency could be shown at this point, if the leader so chooses.

[1]Tannenbaum and Schmidt, op. cit., p. 101.

T-30 Relation of Goal Seeking Behavior to Objective and Subjective Purposes

Participants should then be asked to consider what they expect from their work. The leader should distribute II-3:8 entitled "What Do You Expect From Your Job?"[1] and participants should be instructed in filling it out.

> This is a list of eleven "expectations" to be arranged in order of importance. Read the directions as given at the top of the handout. Urge the participants to be as honest as possible in their answers. They are not to sign their names for anonymity is to be preserved.

After the participants have filled out the forms and turned them in, the results should be scored, giving 11 points to a first choice, one point to an 11th choice, and so forth. The leader should try to have a non-participant present to do the scoring so that he can engage the group in some discussion about their expectations.

It might be interesting to compare the participants' returns with those of a recent group of employees of the Manchester Public Libraries, who rated the expectations as follows:[2]

		Score
1.	To have an interesting job.	318
2.	To experience a feeling of achievement	255
3.	To be on good terms with...	218
4.	To have chances of promotion and growth.	211
5.	To receive full appreciation of work done.	182
6.	To have good working conditions	170
7.	To earn as much money as possible.	164
8.	To have a secure job.	147

[1] Based on D. I. Colley, "Training: The Theoretical Background," Library Association Record 72:349-50, November, 1970.

[2] Colley, op. cit., p. 350.

9.	To be kept in the picture.	144
10.	To be on good terms with supervisor.	142
11.	To work for as few hours as possible.	39.

The leader might conclude the discussion with a quotation from Colley, the City Librarian of Manchester:

> "Today's manager is not content to train for increased efficiency or increased production. He appreciates that the greatest resource he has is the untapped potential of the individual men and women who constitute his work force. His training programme is designed to release this potential and is designed with the objectives, the needs of the individual employee in mind. With this reorientation there is no barrier to the achivement of the objectives of the organization."[1]

The results of the participants' expectations forms should be kept and called to their attention again when the group is studying Herzberg's two-factor theory of motivation (4.25).

F. Summary and Briefing for Next Session:

In summing up the day's meeting, the leader may want to recommend some films for independent viewing, particularly if some of the group members wish to explore further the subject of leadership styles, goals and objectives. The following are a few possibilities:

F-35 "Management by Objectives" (25 minutes)

F-36 "Defining the Manager's Job" (25 minutes)

F-37 "Managing and Communicating by Objectives" (29 minutes)

[1]Colley, op. cit., p. 350.

F-38 "The Heritage of the Uncommon Man" (28 minutes)

F-39 "The Making of a Decision" (32 minutes)

F-40 "Effective Leadership" (32 minutes)

In closing the meeting, the leader should make brief reference to the scope of Unit IV and the reading that would be most helpful in preparing for the first session of that unit, which deals with perception. Suggestions he might make are:

Timothy W. Costello and Sheldon S. Zalkind, Psychology in Administration: A Research Orientation (Englewood Cliffs, N.J.: Prentice-Hall, 1963), pp. 6-54.

Roger Harrison, "Defenses and the Need to Know," in William B. Eddy and others, eds., Behavioral Science and the Manager's Role (Washington, D.C.: NTL Institute for Applied Behavioral Science, 1969), pp. 64-70.

Before the group leaves, the leader should make available whatever forms are appropriate to the occasion:

Work Assignment 9
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

SPECIAL NOTES TO THE LEADER:

Use of Games:

G is the designation for games. In the Aids volume of the Leader's Handbook there are a few printed games listed that are available commercially. Because of the limited amount of time available for class sessions these are not worked into the designs for Unit III. However, if there is sufficient interest on the part of the participants in trying out some games such as these, the leader might, with the participants, set up a block of time when these games might be played, such as a Saturday mini-workshop. It is recommended that such a session would be most beneficial if the leader would be present to answer questions and to show how learnings

come out of the games relating to the content of this course.

Another possibility would be for a task force group to use these games as samples and experiment with the development of games themselves. Zoll[1], after pointing out the advantages and disadvantages of commercially produced business games, presents quite detailed suggestions for all the elements to be considered in the development of games to fit a particular type of work situation.

The creation of games and simulations by participants themselves is an example of John Gardner's recent statement that all too often in our teaching we are giving students "cut flowers when we should be teaching them to grow their own plants." His statement reflects recent trends toward self-discovery and actively involving students in the process of learning.

If a task force group develops a game, there should be an opportunity made for the game to be tested through use by the other participants in the group and feedback given to the originators as to how it might be made more effective.

A helpful discussion about games for classroom use is given in the 1971 edition of Simulation Games for Social Studies, by William A. Nesbitt, published by the Foreign Policy Association. This work includes a bibliography of games as well as a bibliography about the use of games and their formation.

[1]Allen A. Zoll, 3rd, Dynamic Management Education, 2d. ed. (Reading, Mass.: Addison-Wesley, 1969), pp. 371-397.

4 UNIT 4
DEVELOPING THE LIBRARY'S HUMAN RESOURCES: MANAGERIAL STRATEGIES

4 SCHEDULE BLOCKS

UNIT 4

75 Min. Periods	
17	4.1 Perception
18	

Work Assignment 10

19	4.21-4.23 Introduction to Motivation Theory and Concepts
20	4.24 Chris Argyris

Work Assignment 11

21	4.25 Douglas
22	McGregor

Work Assignment 12

23	4.26 Rensis
24	Likert

Work Assignment 13

25	4.27 Frederick Herzberg
26	4.28 David C. McClelland

Work Assignment 14

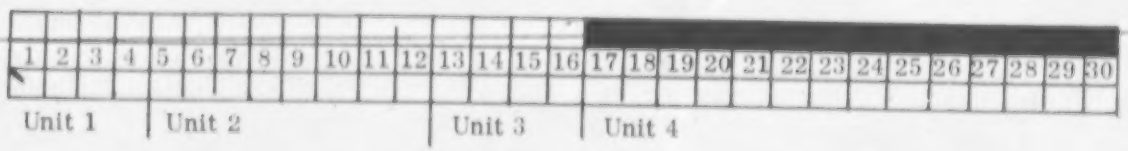
27	4.29 Saul Gellerman
28	Review and Evaluation

Work Assignment 15

29	4.3 Organization
30	Development (OD)

Proposed Periods

Each solid block represents one class session and implies a 150-minute instructional session. The course is planned for 15 weeks with two 75-minute periods each week. The words in each block indicate only the basic concepts under consideration. The Arabic numbers correspond to the unit numbering in the course outline. Work Assignments to be assigned and completed outside of class are also indicated.



4 OVERALL OBJECTIVES

UNIT 4

4.1 To introduce the concept of perception.

4.2 To examine some motivation theories and concepts, particularly as they relate to the work place.

4.3 To examine the theory and methodology involved in Organizational Development (OD).

4 OBJECTIVES

UNIT 4
SECTION 1

4.1 Perception

4.11 To show how perception affects our behavior.

4.12 To show how perception affects one's interpersonal behavior.

4.13 To show how perception affects one's impressions of others.

4.14 To show how perception sets up defensive reactions to others.

4.15 To examine some of the factors that influence perception.

4.16 To analyze how one's personal norms or standards are used to judge others.

4.17 To evaluate the influence of perception in the work situation.

Unit 4, Section 1

PERCEPTION

Summary Outline for Meeting on:
PERCEPTION

Objectives for the Meeting:

A. To demonstrate perceptual differences.

B. To examine some of the factors that influence perception.

C. To show how perception affects one's behavior toward others.

D. To evaluate the influence of perception in the work place.

Evaluation:
Participants will be considered to have understood these concepts when they have demonstrated that they are able to apply the learning they have accomplished, both during home study and during the meeting, to situations arising during the session.

Pre-Meeting Preparation:

A. Completion of Work Assignment 9.

B. Reading as discussed at conclusion of last meeting.

Timothy W. Costello and Sheldon S. Zalkind, Psychology in Administration: A Research Orientation (Englewood Cliffs, N.J.: Prentice-Hall, 1963), pp. 6-54.

Roger Harrison, "Defenses and the Need to Know," in William B. Eddy and others, eds., Behavioral Science and the Manager's Role (Washington, D.C.: NTL Institute for Applied Behavioral Science, 1969), pp. 64-70.

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Unit 4, Section 1

C. Suggestions for research task force on perception.[1]

Renato Tagiuri, "Person Perception," in Gardner Lindzey and Elliot Aronson, eds., The Handbook of Social Psychology, 2d. ed. (Reading, Mass.: Addison-Wesley, 1968), pp. 395-449.

Paul J. Brouwer, "The Power to See Ourselves," in William B. Eddy and others, eds., Behavioral Science and the Manager's Role (Washington, D.C.: NTL Institute for Applied Behavioral Science, 1969), pp. 37-50.

Materials Needed:

Chalkboard, or portable easel with pad.
Chalk or marking pens.
T-31 through T-47 .
Overhead projector.
Newsprint -- 1 or 2 sheets for each participant (drawing activity)
Felt-tip pens.
Masking tape
Sheets of paper -- 1 or 2 for each participant (problem-solving activity)
Pencils or pens.
16 mm film projector.
F-41 -- "How Do We Know What We Know?"
Sufficient copies of:

Work Assignment 10
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire

Opening the Meeting:

State the objectives for the meeting in your own words.

Outline briefly the sequence of activities that will make up the meeting:

A. Content presentation on perception.
B. Film presentation.
C. Drawing activity.
D. Problem-solving activity with new symbols.

[1]The enrichment module on perception, included in the Study Guide, contains some supplementary material on perception in the work place which might provide a useful starting point for a research task force.

E. Committee meeting exercise.
F. Summary and briefing for next session.

A. Content Presentation:
Perception

The subject of perception lends itself to a presentation using visual aids, and the leader will find that transparencies can be most helpful here in stimulating participants' interest and discussion. He might begin with some remarks similar to the following:

> This session deals with the problems people have in understanding the limits of their own objectivity, and the perceptual differences each of us has in observing objects, events and people.

At this point, the leader might show the well-known "Wife or Mother-in-Law" drawing, to illustrate perceptual differences among participants.

> T-31 "Wife or Mother-in-Law?"
>
> This figure can be seen as a young woman or as an old hag. It has been referred to facetiously as the wife and the mother-in-law.

Depending on participants' reactions, the leader can ask questions such as the following:

> What do you see? (Answer will normally be, "a woman.")
>
> How old is she?
>
> How would you describe this old (or young) woman?
>
> Ask someone who sees both the old and the young woman to use pointer and outline both figures for the class until the majority of the participants see both figures.

What does this picture demonstrate about perception?

This drawing has an interesting history. In the 1930's, it was used in perceptual experiments conducted at the University of Arkansas by Robert Leeper. Three groups of students were selected. One, a control group, was shown the ambiguous wife/mother-in-law drawing with no preparation at all. A second group was given verbal preparation, and the third group was perceptually prepared -- that is, they were shown a picture of the old woman before they were shown the ambiguous drawing. In the first group, 65% saw the young woman and 35% saw the old woman. The results in the second group were somewhat inconclusive, but similar to those of the control group. In the third group, all but one of the students saw the old woman.[1]

Results from experiments such as this tend to show that our perception is influenced by our previous experience and by our needs. They show that perception is selective.

The leader might wish to show some other visual illusion transparencies to illustrate further that our perceptual processes do not operate like a camera and that frequently we do not notice things until they are pointed out to us.

For the most part, our perceptions serve us very well, but it is easy to take the accuracy of perception for granted. Hence, in the study of perception, psychologists have turned to illustrations in which perceptions are obviously misleading, in order to find out how the perceptual

[1]Robert Leeper, "A Study of a Neglected Portion of the Field of Learning -- The Development of Sensory Organization," Journal of Genetic Psychology, 46:41-75, 1935.

process works. Geometric and design illusions have been studied for many years, but their explanations have never been fully agreed upon.

T-32 The Arrowhead Illusion

Although line B appears longer than line A, both are the same length.

T-33 The Book Illusion

The drawing on the left represents an open book, its pages facing you. The drawing on the right is also of an open book, but its cover is facing you this time. The edges of the book on the left are closer to you than the spine, while the opposite is true of the book on the right.

If the two books as total objects are about the same distance from you, the spine of the one on the left is farther away than the spine of the book on the right. Since the two spines cast the same length retinal images, however, the one on the left must be longer.

T-34 The Vertical-Horizontal Illusion (Hat Drawing)

The vertical line seems longer than the horizontal, though the two lines are equal in length. The top hat illusion is a variation of the vertical-horizontal illusion. The stove pipe portion of the hat seems longer than the brim, though the two are actually the same length.

T-35 Parallel Lines Illusion

The two vertical lines are straight and parallel although they appear somewhat curved: a shape distortion illusion.

T-36 The Lamp Post Illusion

The illusion is based on inaccurate perception of relative size due to contrast with surroundings. In the lamp post illustration, the vertical poles which are in fact of equal length appear to be quite different; those that appear farther away also appear longer.

T-37 Previous Knowledge

This transparency shows the effects of previous experience upon perception of distance. All six heads are assumed to be approximately the same size, but they are at varying distances from the perceiver.

This transparency appears quite confusing at first, but becomes clear as the overlays are added.

After he finishes with the transparencies, the leader might summarize the main concepts, and then devote the next half hour of the meeting to a film presentation.

B. Film Presentation:

F-41 "How Do We Know What We Know?" (29 minutes)

This film, which is narrated by Hayakawa, illustrates the concept of shape constancy in relation to perception. When a door swings open toward us, its rectangular shape goes through a series of distortions. It becomes a trapezoid, with the edge toward us looking higher than the hinged edge; the trapezoid grows thinner until all we can see is a vertical line -- the thickness of the door. We can distinguisn these changes, but what we perceive is an unchanging

door swinging on its hinges. The fact that the door does not seem to change its shape is called shape constancy. As another example of this phenomenon, when we look at the top of a glass we always perceive it as being round whether we look down on it or view it from the side.

The distortions that occur when a familiar object rotates are used as cues to its rotation rather than as indications that the object is actually changing. This principle is illustrated in the film with a rotating trapezoidal window. No matter what the position of the window, our experiences with shape constancy suggest that one edge is nearer than the other. Hence, as the window rotates in space, to the observer it appears to vacillate back and forth, with one edge always staying in front. Because we continue to see the window as a familiar rectangle, we are led into illusory perception.[1]

In the film, Hayakawa discusses the nature of perception and knowing. He illustrates how experience involves a transaction between perceiver and the thing or event being perceived. He demonstrates the "trapezoid window" illusion created by Adelbert Ames, Jr. He relates perception and knowing to communication.

Alternate Film Presentation

Other films which might appropriately be shown at this point in the course are the following:

F-42 "Experience as Give and Take" (29 minutes)

The film is so convincing that some of the viewers will probably not believe the explanation

[1]Adelbert Ames, "Visual Perception and the Rotating Trapezoidal Window," Psychological Monographs 65:5-12, 1951. (Monograph No. 324)

of what happened. The film illustrates that we mainly perceive things and environmental objects as being "thinglike," that is as stable and enduring. The stability of perceived objects depends on various constancies of which one is shape constancy. (Others are color and brightness constancy, size constancy, and location constancy.)

F-43 "The Eye of the Beholder"
(25 minutes)

Originally produced as an educational and training film on perception, this film has been used extensively in management and supervisory courses, college classes in psychology, semantics, speech and business administration. It deals with the field of human relations and brings out six pitfalls which should be avoided when individuals observe others. Ask the participants to try to determine what these six pitfalls are as they watch the film.

The leader should show the first part of the film which sets up a situation, and then stop the film. A progression of dramatic events is presented culminating in a scene where a girl is found lying on a couch with a red-stained knife at her side.

The participants should be divided into groups of 5 (or any convenient number that is not too large) and asked to decide among themselves which people are responsible for the situations shown.

After a few minutes of discussion, the entire group should be reassembled to see the remaining part of the film which shows facts as they really were rather than as they were probably perceived by most of the participants in the class.

In discussion after the film the leader should remind the participants that they were to observe the six pitfalls which should be avoided when individuals observe others. Suggestions from participants should be listed on the board or easel, and eventually the following should be brought out:

1. Snap judgments
2. Projection.
3. Prejudice.
4. Predisposition
5. Preoccupation
6. Lack of appreciation for other people's dreams and ideas.

C. Participant Activity:
Individual Drawing

The purpose of this exercise is to demonstrate the way people attach meaning to situations and react to them with various feelings in the light of their previous experience.

Pass out newsprint and felt-tip pens, and ask participants to draw a picture of what they would consider a "typical supervisor" in a given library situation. Ask them to make the drawing large enough so it can be seen by the total group. A few should then be selected for discussion by the entire group, focusing on questions such as the following:

What type of a leader would you say this supervisor is?

What characteristics about the picture lead you to this conclusion?

Alternate Activity:
Transparency Presentation

Rather than having participants make their own drawings, the leader could bring out the same points by showing the following series of transparencies and engaging participants in a discussion.

T-38 through T-41

These scenes show people and situations that are more or less familiar to libraries. The drawings are sketchy and do not include much detail. Each scene is deliberately left open to a considerable degree of interpretation.

The leader could show two or three of these scenes at most, slowly, one at a time, asking such questions as:

Who are the people in this picture?

What are they doing?

What is going to happen next?

Specific questions will force participants to place themselves in the situation and to define it in terms of their own experience. Invariably, there will be different interpretations, and the leader can take the opportunity to draw a parallel with the way individual perception operates in the work place.

Alternate Activity:
Group Discussion

An interesting example in fiction which shows the personality and perceptual differences of two brothers can be seen in Sinclair Lewis' novel, Work of Art. The leader may wish to use this material which is presented in [H-4:1] as a focus for general or small-group discussion.

D. Participant Activity:
Problem-Solving with New Symbols[1]

This activity is designed to show that without adequate clues to understanding, a very simple problem may be extremely difficult to solve. All the pictures needed for this exercise are included in [T-42] through [T-47]. It is suggested, however, that the leader project

[1] An adaptation of this exercise from the Instructor's Manual of the County of Los Angeles Supervisory Improvement Program is presented in Training and Continuing Education: A Handbook for Health Care Institutions (Chicago: Hospital Research and Educational Trust, 1970), pp. 130-131.

T-42 which shows the symbols, on the screen, and write the rest of the material on the board. This way the symbols are easy to remove at the required point in the exercise, and participants will have before them all problems and solutions as the exercise progresses.

To begin, the leader should make sure that everyone has paper and pencil, and then he shows:

T-42 Symbols

> Let's suppose that these symbols stand for these numbers. Now get your paper and pencils ready to work out some problems in arithmetic without using any numbers. Use only these symbols on the chart. This is a problem in multiplication. Work as fast as you can.

T-43 First Problem

> Rather than showing the transparency, the leader might write the problem on the board, leaving T-42 on the screen. He should stop the participants before they have time to finish, asking whether they found the problem easy to solve. Then he might show them the solution, with transparency or writing it on the board.

T-44 Solution to First Problem

After showing participants how to solve the first problem, he might relate it to problems at work, by saying for example:

> The confusion you faced as you tried to work this problem was probably quite similar to that facing an employee as he tries to learn a new job. And here, you had a break that the new employee doesn't ordinarily have. You knew something about the job -- you knew the Arabic numerals. The new employee very likely knows nothing about what he is to do.

Then the leader should put the next problem on the board.

T-45 Second Problem

Ask the participants to solve this problem, and as they start to work, remove the chart T-42 that shows the symbols and their equivalents. The participants will protest that they cannot work the problem without the chart. Explain to them that they really can arrive at the solution if one more step is taken.

T-46 The Clue

Draw the tick-tack-toe shown in this transparency which gives the clue. Explain that each section of the diagram stands for one of the Arabic numerals. Then erase the diagram (or remove the transparency if you are using a projector).

Ask the participants whether they can now work the second problem. Point out that the flash of understanding they just experienced -- when they realized that the entire series of symbols could be remembered by applying the system shown in the diagram -- represents insight and perception. Psychologists would call this an "ah-ha!" experience.

T-47 Solution to Second Problem

This exercise demonstrates how important it is for the supervisor to provide the clue for understanding to the employee. What is well perceived from all angles by the supervisor may be a new language or a totally new perception for the employee. It demonstrates that frequently we do not see things until they are pointed out to us.

F. Participant Activity:
Committee Meeting with New Members[1]

This exercise is a status interaction study. Its purpose is to perceive the effect of status differences on interaction and deference among group members. The example here is set up for ten participants, but more than one group can be conducted at a time, so a larger number can be accommodated if need be.

The room should be large enough to accommodate the groups, with movable chairs which can be arranged in a circle for the committee meeting portion of the experience. A separate room where new members can be isolated must also be available.

To begin this activity, the participants should be formed into groups of 10, with extras being assigned as observers. In introducing the experience, the leader should not reveal its actual objective, but should make some remarks like the following:

> We are going to explore some of the problems involved in bringing new members into groups. The group of which you are now a part is a library-community planning team, debating today on which of two programs should be presented as the number one priority at the city budget hearings: (1) bookmobile service to outlying neighborhoods which have no library service, or (2) storefront libraries to serve the unserved in the inner city. Both services would constitute new programs, both are badly needed, and both would require additional funding.
>
> As your committee meets today, you will have two new members who have not met with your group before.

At this point, the leader chooses at random two members from the

[1] Adapted from William Pfeiffer and John E. Jones, A Handbook of Structured Experiences of Human Relations Training Vol. 2. (Iowa City: University Associates, 1970), pp. 91-93.

group (or from each group if more than one), and sends them out of the room. They will be the new members. While they are out of the room, the leader should brief the remaining participants.

> The two new members of your committee are very different in terms of prestige and power. One is a wealthy businessman, prominent in community affairs and a member of the Mayor's Task Force on Community Priorities. He is also the head of a large private foundation. The other works as a hardware store clerk, and knows little about libraries.
>
> The new members will be told only that they are new members of your committee. They will not know that one is a prominent businessman and the other a clerk. It is essential that you not reveal this to them. Call them both by their last names, "Mr. so-and-so" and refer to yourselves in similar fashion, by your last names.

The group members should then arrange their chairs in a circle, leaving two chairs empty on opposite sides of the circle for the new members. The leader should give final instructions:

> You must agree now that whichever new member sits in the empty chair on my right-hand side (gesture toward the chair) will be the businessman, and the new member who sits on the other side will be the clerk.

Then the leader should go to the other room, and brief the new members as follows:

> You remember my description of the library-community planning team whose job it is to decide which new program to make the number one priority. You are to be the new members of the committee; you have not met with them before. When the meeting is over, I will ask you how

you felt about the reception which the committee gave you.

Then ask one member to support inner city service, and the other to support bookmobile service to the outlying neighborhoods.

The new members then rejoin the group, and the leader asks them to discuss the topic for 10 minutes.

When the time is up, the leader should interview the new members on how they felt about the kind of reception they received from the committee. After the interviews, he should ask the group (or groups) to "release" the new members from their roles by explaining the design involved.

The leader might conclude the activity by leading a general discussion concerning the effect of status difference on group member interaction. The following points might be brought out:

We treat people differently according to the amount of power and prestige they possess.

This differential treatment is indicated by deference or neglect, and in the case of the higher-status person, by directing more communication to him, and sometimes by keeping unpleasant facts from him.

As a result of such differential treatment, the recipients of such treatment feel either secure or insecure in the group.

F. Summary and Briefing for Next Session:

In concluding the session, the leader may wish to conduct a general group discussion about the importance of perception in the work place. In such a discussion, the following points, among many possible others, could be brought out for emphasis:

1. There is always subjectivity and bias in our perceptions.

2. People perceive the same event, situation or person differently.
3. We tend to hear and see the things we feel we need to hear and see.
4. We experience objects, events and people on the basis of our own preconceived attitudes.
5. There are more than two sides to a story -- "There are an infinite number of sides to a story."
6. When the objects of perception are ambiguous, the perceiver tends to give them more meaning than the stimulating conditions alone demand. What he perceives may be determined to some degree by his own needs and personal values.
7. Perception is selective, so we attend at once to only part of the influx of sensory stimulation we receive. Factors of advantage, favoring attention to one pattern or stimuli over another, reside partly in the stimuli themselves, but also in both the habitual and momentary interests of the individual.

Then, before the meeting ends, the leader should make brief reference to the topic under consideration next time -- motivation theory in general, and the ideas of Argyris in particular -- and to whatever reading he feels it most important for participants to be pursuing in the meantime. He might consider recommending:

Saul W. Gellerman, Motivation and Productivity (New York: American Management Association,1963), pp. 1-31: 101-110.
Abraham H. Maslow, Motivation and Personality, 2d. ed. (New York: Harper and Row, 1970).
Chris Argyris, Integrating the Individual and the Organization (New York: Wiley, 1964), especially pp. 146-191.
Fritz J. Roethlisberger, Management and Morale (Cambridge, Mass.: Harvard, 1949).

Participants should be given time to fill out Form 6, the post-meeting reactionnaire, before they leave, and copies of the following should also

be made available at this time:

Form 2 -- Report on Readings
Work Assignment 10

4 OBJECTIVES

UNIT 4
SECTION 2

4.2 Motivation theories in the work place.

4.21 To explore the question of why man works.

4.22 To review some earlier concepts of motivation in terms of McDougall's instincts, Murray's psychogenic needs, Tolman's purposivism, and Maslow's hierarchy of needs.

4.23 To examine some motivational determinants of effective job performance.

4.24 To examine and discover practical applications of Chri Argyris' theories of motivation in the work place.

4.25 To examine and discover practical applications of Douglas McGregor's theories of motivation in the work place.

4.26 To examine and discover practical applications of Rensis Likert's theories of motivation in the work place.

4.27 To examine and discover practical applications of Frederick Herzberg's theories of motivation in the work place.

4.28 To examine and discover practical applications of David C. McClelland's theories of motivation in the work place.

4.29 To examine and discover practical applications of Saul Gellerman's theories of motivation in the work place.

Unit 4, Section 2

INTRODUCTION TO MOTIVATION THEORIES AND CONCEPTS

Summary Outline of Meeting on:
INTRODUCTION TO MOTIVATION
THEORIES AND CONCEPTS

Objectives for the First Half of the Meeting:

A. To examine the meaning of motivation.

B. To identify motivating factors in the work place.

C. To examine Maslow's motivation theory.

D. To consider practical value and applicability of Maslow's theory to managers on the job.

Evaluation:
Participants will be considered to have understood these concepts when they have demonstrated that they are able to apply the learning they have accomplished, both during home study and during the meeting, to situations discussed in the meeting.

Pre-Meeting Preparation:

A. Completion of Work Assignment 10.

B. Reading as discussed at conclusion of last meeting.
Saul W. Gellerman, Motivation and Productivity (New York: American Management Association, 1963), pp. 1-31; 101-110.
Abraham H. Maslow, Motivation and Personality, 2d. ed. (New York: Harper and Row, 1970).

C. Suggestions for research task force.

John P. Campbell, and others, Managerial Behavior, Performance, and Effectiveness (New York: McGraw-Hill, 1970), pp. 340-384.

Abraham H. Maslow, Eupsychian Management (Homewood, Ill.: Irwin, 1965).

Materials Needed:

Chalkboard, or portable easel with pad.
Chalk or marking pens.
T-14 and T-15 .
Overhead projector.
Sufficient copies of the following:

H-4:2
H-4:3
Work Assignment 11
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

Opening the Meeting:

State the objectives for the first part of the meeting in your own words.

Outline briefly the sequence of activities that will make up this part of the meeting:

A. Content presentation on motivation.
B. Participants' critique of presentation.
C. Individual examination of motivation.
D. Content presentation on Maslow.
E. Group activity relating Maslow's concepts to actual work situations.

A. Content Presentation:

Motivation

The purpose of the first part of the meeting is to provide participants with some general background material on motivation in preparation for the more detailed exploration of individual theories in motivation that will follow in the next few sessions of the course. To reinforce learning of the various concepts and theories covered and to serve as a general review at the last session on motivation, it is suggested that the leader ask each participant to select from his reading in current

literature a manager or administrator whose style interests him, and to examine that person's style and motivation philosophy in depth. Part of the last session on motivation then (4.29) could be devoted to group discussion of the various administrators participants have studied.[1]

To begin, the leader might distribute [H-4:2], making the following charge to participants:

> As you know, we are going to be considering the subject of motivation today and in the next four sessions of the course. Each of you should select from your reading in current literature a manager or administrator whose style interests you -- perhaps a Secretary of State, a middle manager at General Motors, a regional chairman of a civic association, or head of a local charity drive. Pick someone whose style interests you and then learn in depth about him or her, diagnosing his leadership style and determining insofar as possible his philosophy of motivation. How does he motivate those who work for him?
>
> Use the questions on the handout as guidelines for your analysis. Four sessions from now, when we are concluding our examination of motivation, we will look together at the administrators you have selected and at your analyses of their management styles.

Then, the leader might begin his presentation on motivation by examining with participants the meaning of motivation. How can motivation be defined? In view of the fact that psychologists and managers alike have great difficulty in adequately defining the term, and indeed a universally accepted definition of motivation is conspicuously lacking, it is too much to expect that the participants will be able to come up with the perfect definition.

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[1]As an alternative, participants working as a team or as individuals, could investigate management styles of library administrators, from reading in library literature and by actually interviewing them.

It is suggested, therefore, that rather than asking for a definition, the leader instead ask the group for some key words or concepts that indicate what an individual's motivation has to do with. To get things going, the leader might begin with some remarks such as the following:

> Two questions which have long been asked by psychologists and managers alike are: (1) What are the factors which tend to motivate human beings in their endeavors? and (2) How does the manager make optimum use of these motivating factors to accomplish the best possible job? Before proceeding with a discussion of motivation, it is appropriate to think a bit about the meaning of the term. A universally accepted definition of motivation is conspicuously lacking. Investigation reveals many schools of thought on both the meaning and the significance of motivation. Before we discuss what some of the definitions are as presented by leading theorists in the field, let us consider, very generally, what constitutes motivation. What factors are involved in an individual's motivation?

The leader should then ask for suggestions from participants, and write them on the board or easel, thus making a list of factors that have to do with motivation. The list would probably include such words or phrases as the following:

> --Goals
> --Direction of behavior (what an individual chooses to do when presented with alternatives)
> --Strength of response (effort) once choice is made; expenditure of effort.
> --Persistence of response (how long will he sick stick to it?)
> --What sustains behavior?
> --A group of related variables, such as: needs, drives, incentives, expectancy
> --Job satisfaction
> --Performance level
> --Self-actualization.

It might be useful to leave the list on the board, once it is completed, for later in the session it can serve as a checklist against which various theories of motivation can be assessed and compared.

If he chooses, the leader might then sum up by making a general statement about motivation, such as the following by Campbell.[1]

> "Very generally, we can begin by saying that an individual's motivation has to do with (1) the direction of his behavior, or what he chooses to do when presented with a number of possible alternatives; (2) the amplitude, or strength, of the response (i.e., effort) once the choice is made; and (3) the persistence of the behavior, or how long he sticks with it. The term 'motivation' conveniently subsumes a number of other variables such as drive, need, incentive, reward, expectancy, etc. It is these variables which are important for the study of motivated behavior and to which our attention will be directed."

It might be useful for the leader to highlight very briefly some earlier concepts of motivation, such as those of McDougall, Murray or Tolman (see Study Guide, 4.22), for while such theories do not appear adequate today, they help to illustrate the vast complexity of the subject. The leader could show [T-15] to illustrate Murray's ideas if not already shown earlier in the course.

At a certain point in his presentation, the leader can get useful feedback and in addition involve the participants more directly by using the following exercise:

B. Participant Activity:
Critique of Leader's Presentation

The total group should be divided into pairs, and instructed how to proceed.

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[1] John P. Campbell, and others, Managerial Behavior, Performance, and Effectiveness. (New York: McGraw-Hill, 1970), p. 340.

1/3 of the pairs should look for points in the leader's presentation on which they would like further clarification.

1/3 should look for points with which they tend to disagree.

1/3 should look for concepts that seem to have particular importance or application for them in their own library job situations.

After the pairs have had a chance to talk with each other for a few minutes, some from each of the three groups should be asked to bring before the total group the points discussed. Key concepts could be listed on the board or easel as they are brought out.

C. Participant Activity:

Individual Examination of Motivation

In studying motivation theories as they apply to work situations, the best preparation participants can make at this point is to examine closely their own motivation with respect to their jobs. The purpose of this activity is first to facilitate such self-examination, and later to compare the results with Maslow's concept of man's need hierarchy. The leader should distribute the following handout and instruct participants to fill it out, asking that they not sign their names.

H-4:3 Factors Which Motivate Me

When the sheets have been filled out and collected, the leader should then begin a discussion of Maslow's motivation theory.

D. Content Presentation:

Maslow's Motivation Theory

Depending on how the material in the second unit of this course was covered, Maslow's theory may or may not have already been adequately investigated by participants, and the leader can make his presentation accordingly. He may simply refresh participants' memories by showing again

T-14 Hierarchy of Human Needs (Maslow)

or he may go into considerable detail describing the five levels of prepotent needs as Maslow conceptualized them. It should be pointed out in any case that the need levels are interdependent and overlapping, each higher need emerging before lower needs have been satisfied completely.

Most individuals tend to have a higher satisfaction at the lower-need level than at the higher-need levels. Maslow has said that the average citizen is 85% satisfied in his physiological needs; 70% satisfied in safety needs; 50% in his social needs; 40% in his ego needs, and 10% in his self-actualization needs.[1]

E. Participant Activity: Matching Motivational Factors with Maslow's Hierarchy

The leader might conclude his presentation with the following activity which serves the purpose of causing participants to consider in general terms actual job applicability of Maslow's theory, and in personal terms their own motivation as it relates to Maslow. The leader should pass out the same handouts he previously collected, H-4:3 and as they were not originally signed they can be distributed arbitrarily. Participants should be instructed as follows:

> Indicate beside each of the 28 motivation factors the hierarchical category in which it would fall. On this list no factors pertain to level one -- the physiological needs -- so only the remaining four need be considered.

After the participants have had 5 to 10 minutes to identify the categories, the leader might go around the group asking each to identify the need level of one factor, until they are completed. As the levels are identified, they can be summarized on the board or easel. The results should resemble this list:

[1]Timothy W. Costello and Sheldon S. Zalkind, Psychology of Administration: A Research Orientation (Englewood Cliffs, N.J.: Prentice-Hall, 1963), p. 63.

Physiological	Security	Social	Ego	Self-Actualization
(Not included	1	3	2	6
as felt all	5	7	4	10
participants	11	8	9	23
have fulfilled	25	12	15	
their basic	26	13	17	
needs for	27	14	18	
survival.)	28	16	19	
		20	21	
			22	
			24	

One member of the group could be asked to determine which factors received the highest response, and which if any received no response.

This part of the meeting could then be concluded with a general discussion of the value and applicability of Maslow's motivation concepts to participants' own working situations. The points brought out will vary but should include the following:

1. The way most organizations are structured, they are appealing to basic needs as motives instead of to higher psychological needs.

2. Traditional incentives insofar as they meet needs already provided for by the individual, probably have little or no motivational power.

3. Each person is an individual and at different points in time may be motivated by different needs; therefore, the supervisor has to know well those for whom he is responsible in order to know what might be most apt to motivate them at a given time.

4. Supervisors should give serious attention to the needs of individuals.

5. Needs never end. They can be seen as a bottomless pit, never completely fulfilled. As soon as one set of needs is satisfied another set of needs takes over.

6. Gratification of the employee's basic needs frees him to move to higher levels.

7. It is in the area of higher needs that supervisors most often fail to motivate their workers.

The leader should then conclude this portion of the meeting, allowing at least 75 minutes for a discussion of Argyris. He might suggest in closing that participants view independently the following film, which provides a good introduction to motivation theory:

F-44 "Strategy for Productive Behavior" (20 minutes)

THEORIES OF MOTIVATION IN THE WORK PLACE: CHRIS ARGYRIS

Summary Outline for Meeting on:
INTRODUCTION TO MOTIVATION
THEORIES AND CONCEPTS
and
THEORIES OF MOTIVATION IN THE WORK PLACE: CHRIS ARGYRIS

Objectives for the Second Half of the Meeting:

A. To examine Argyris' theory of motivation.

B. To identify problems in motivating library employees.

C. To examine the mix model and its applicability to library situations.

D. To consider the importance of interpersonal competence as emphasized by Argyris.

Evaluation:
Participants will be considered to have understood these concepts when they have demonstrated that they are able to apply the learning they have accomplished to situations discussed in the class session.

Pre-Meeting Preparation:

A. Completion of Work Assignment 10.

B. Reading as discussed at conclusion of last meeting:
Chris Argyris, Integrating the Individual and the Organization (New York: Wiley, 1964), especially pp. 146-191.
Fritz J. Roethlisberger, Management and Morale (Cambridge, Mass.: Harvard, 1949).

C. Suggestions for research task force[1]

Chris Argyris, "Organizational Effectiveness Under Stress," Harvard Business Review, 38:137-146, May-June, 1960.

_____. Intervention Theory and Method: A Behavioral Science View (Reading, Mass.: Addison-Wesley, 1970).

_____. "Some Unintended Consequences of Rigorous Research," Psychological Bulletin, 70:185-197, September, 1968. (Readings.)

_____. Interpersonal Barriers to Decision Making," Harvard Business Review, 44:84-97, March-April, 1966. (Readings.)

_____. "On the Future of Laboratory Training," Journal of Applied Behavioral Science, 3:153-183, April-May-June, 1967. Reactions to the article follow on pp. 184-210.

C-6 :

Saul Gellerman and Emanuel Kay, "Human Nature and Organizational Realities," Motivation and Productivity Cassette Series, Tape D. (A discussion of Argyris' ideas.)

Materials Needed:

Chalkboard, or portable easel with pad.
Chalk or marking pens.
Slips of paper and pencils or pens -- enough for all participants
16 mm film projector
F-45 "Human Nature and Organizational Realities"
Sufficient copies of:

H-4:4
G-3 envelopes and instructions

Work Assignment 11
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

Opening the Second Half of the Meeting:

State the objectives for this part of the meeting in your own words.

[1]A research task force might find it interesting to explore Argyris' work in the area of interpersonal competence, including specific programs he has recommended, research he has undertaken, and reactions to his work on the part of other theorists.

Unit 4, Section 2

Outline briefly the sequence of activities that will make up this part of the meeting:

A. Participant survey to discover problems in motivating employees.
B. Content presentation on Argyris.
C. Individual library profiles using Argyris' mix model.
D. Cooperative squares game.
E. Film presentation.
F. Briefing for next session.

A. Participant Survey:

What are the principal problems we have in motivating employees to be more productive ?

It is suggested that the leader open this part of the meeting by asking the above question. Rather than just throwing it out for general discussion, however, the leader might use the "slip technique" here, which means that he simply passes out small slips of paper to each member of the group asking that each write independently the four or five major answers he might have to the question: "What are the principal problems we have in motivating employees to be more productive ?"

These slips should then be collected and quickly tabulated. Two participants might be asked to do the tabulating, writing the main results in rank order on the board or easel. There will be a common thread running through the various comments but many more ideas and problems will be presented than would normally come from ordinary group discussion of the same question.

While the results are being tabulated, the leader should have the rest of the group consider what Argyris' answer to the same question might be, in terms of his research and writings. It would be interesting to compare participants' answers to the question with the kinds of answers Argyris might provide. As participants make suggestions, the leader could write them on the board or easel beside the results from the slip survey. The list would look something like this:

What Are the Principal Problems We Have in Motivating Employees to be more Productive?

Analysis of Societal Conditions which Cause Motivational Problems

1. Incongruency between the needs of mature individuals in our society and the traditionally designed work setting.

2. Jobs tend to create a child-like role for the employee and frustrate his normal motivation for a more adult role.

3. Common reaction to work situation is withdrawal of interest from the job.

4. Employees want to have a sense of pride and accomplishment in their work; but work is unstimulating and undignified.

5. The individual is unable to find self-actualization at work; he is frustrated by formal organization, directive leadership, managerial controls.

6. Individual resistance to these variables is shown in his informal activities (which sanction his defense reactions) and in his lack of motivation on the job.

Analysis of Library Working Conditions which Cause Motivational Problems (From Slip Survey)

B. Content Presentation:
Argyris

In making his presentation, the leader could begin with some remarks such as the following:

> What solution does Argyris suggest to correct the incongruency between the needs of individuals and the work setting? One of his main solutions is his unit or mix model in which he lists the dimensions he feels an organization -- any type of organization, school, library, industry, government agency -- must have if it is to provide greatest opportunity for growth and development of both the organization and the individuals within it.

C. Participant Activity:
Mix Model Library Profiles

At an appropriate point in his presentation, the leader might distribute H-4:4 which presents Argyris' mix model. When it appears that participants have sufficient understanding of the model, they should be asked to draw a profile of where their library stands at the present moment in relation to the model. After they have drawn such a profile for their own reference, they should be asked to come forward and draw either on the board or easel where their library stands today.

Probably the profile lines will fall very close together in most areas. So that participants will not be unduly influenced by others' profiles, it is important that they do their own drawing individually first (which they may then keep).

Other points that the leader may wish to emphasize either in his presentation or during group discussion include the following:

> Argyris singled out three core activities: (1) achieving objectives; (2) maintaining internal balance within the system; and (3) adapting to the environment.
>
> In addition to providing this mix model, Argyris in his research and writings has emphasized four processes by which the incongruency

between individuals and organizations might be reduced.

1. Adapting the job to the individual employee.
2. Use of a staff training specialist.
3. Participation in decision making; employee-centered leadership.
4. Improvement of interpersonal relationships.

In the area of interpersonal relationships, Argyris has, perhaps, done more research, experimentation and writing than any other theorist that we will be studying in depth.

If there has been a research task force on Argyris, it might be asked to give a report at this time on the impact of Argyris' contributions in the area of interpersonal relationships, including such factors as his views of the value of the informal organization (not so strongly stressed by many others), his leadership in developing T-groups, and his version of their value in improving interpersonal relationships.

D. Participant Activity:

Cooperative Squares Game	G-4

Following the leader's presentation and the research task force report, it is suggested that the group make an experiment in cooperation by playing a game of cooperative squares. If this game is to be played, the leader will need to prepare the squares in advance, as described in the Leader's Handbook: Aids.

The objectives of this activity are (1) to create in the participants an awareness of their feelings in a group task situation; (2) to demonstrate a type of training activity in interpersonal relationships; (3) to enable participants to become more sensitive to how one's behavior may help or hinder joint problem solving; (4) to demonstrate the importance of having confidence and trust in those with whom one is associated in tasks.

Participants should be divided in groups of 5, extra members being assigned as observers. Each group of 5 must be seated at a table, and on each table there should be a set of five envelopes and an instruction sheet. Observers should be seated behind or to the side in positions from which they can see the players. No one may talk during the game, and the envelopes may be opened only on signal.

The leader opens the game by reading aloud the instructions and making sure that participants understand them. Then he gives the signal for the game to begin.

When all or most of the groups have finished, the leader should call time and discuss the experience.

Analysis by participants should include such questions as:

How did you feel when someone held a piece and did not see the solution?
What was your reaction when someone finished his square and then sat back without seeing whether his solution prevented others from solving the problem?
What were your feelings if you finished your square and then began to realize that you would have to break it up and give away a piece?
How did you feel about the person who was slow at seeing the solution?
If you were that person, how did you feel?
Was there a climate that helped or hindered?

Observers should be asked to tell what they noticed, particularly with reference to participants' listening to and following the instructions of the game and to cooperative vs. competitive behavior in playing the game.

The leader might then engage the entire group in a discussion about the meaning of cooperating, perhaps listing on the board or easel some of the main ideas as they are suggested by group members. Such ideas as the following should then be brought out:

Everyone has to understand the problem.
Everyone needs to believe that he can help.
Instructions need to be clear.
Everyone needs to think of the other person as well as of himself.

E. Film Presentation:

If time permits, it is suggested that the last part of the meeting be devoted to viewing a film in which Argyris presents a good deal of data

about his concept of executive behavior patterns. This film will also serve to summarize the main ideas of Argyris that have been brought out in the meeting.

F-45 "Human Nature and Organizational Realities"
(28 minutes)

In this film, Argyris speaks on improving interpersonal relations at all organizational levels. He discusses his experiments in redesigning routine jobs to motivate individuals at the lower levels of an organization.

Before showing the film, which takes 28 minutes, the leader might want to involve participants more completely in the subsequent viewing by asking that they consider certain questions during the film. He could then write such questions as the following on the board or easel, instructing participants to note and jot down relevant ideas as Argyris presents them:

What are the underlying assumptions about human relationships that are typical of most management groups in organizations today?

What kinds of managerial actions tend to result from these assumptions?

In subsequent discussion after the film, the following points would probably be brought out in connection with the above questions:

Underlying assumptions
(1) We should concentrate on objectives.
(2) People must be rational, not emotional, on the job.
(3) People are best motivated by direction, control, reward and punishment.

Resulting actions (high frequency)
(1) Evaluative feedback based on traditional norms rather than on merit

(2) Defensiveness
(3) Stability (organization dedicated to preserving the old).

Resulting actions (low frequency)
(1) Feedback
(2) Owning up.
(3) Openness.
(4) Risk-taking.

Argyris maintains that if high-frequency behavior patterns could be reversed, more effective organizations would result. Each person would then be judged on ability to make unique contributions rather than on conformity. There would be a climate of trust and confidence throughout the organization, and commitment to organizational goals through involvement in forming them. Interpersonal relationships would be improved.[1]

F. Briefing for Next Session

In closing the meeting, the leader will want to draw participants' attention to the topic of the next session -- the theories of Douglas McGregor, perhaps suggesting such reading as the following:

Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill, 1960), especially Ch. 3,4,5,6,14.
Richard Beckhard, "McGregor Revisited and Reaffirmed," BNA Films Projector, January, 1971. (Readings.)
Earl R. Gomersall and M. Scott Myers, "Breakthrough in On-the-Job Training," Harvard Business Review, 44:62-72, July-August, 1966. (Readings.)

Participants should be asked to read particularly McGregor's ideas about performance appraisal (Ch. 5-6, The Human Side of Enterprise) as this material pertains directly to the next meeting of the group. In addition, if the leader followed the suggestion presented in the introduction to this volume (in the section entitled "Evaluating the Participants' Achievements") to meet individually with each participant early in the course for

[1] If the film is obtained from the producer, a summary chart of managerial behavior patterns is mailed with the film and may be copied for distribution to members of the class if proper credits are given.

the purpose of setting short and long term objectives for the course, he could make reference to these interviews now, as they illustrate one of McGregor's key points in this connection.

Before leaving, the participants should be provided copies of the following, as appropriate:

Work Assignment 11
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

THEORIES OF MOTIVATION IN THE WORK PLACE: DOUGLAS MCGREGOR

Summary Outline for Meeting on:
THEORIES OF MOTIVATION IN THE WORK PLACE: DOUGLAS MCGREGOR

Objectives for the Meeting:

A. To examine McGregor's Theory X and Theory Y.

B. To discover the relationship between management's theoretical concepts and managerial practices.

C. To identify the elements of Theory Y supervisory style.

Evaluation:
Participants will be considered to have understood these concepts when they have demonstrated that they are able to apply the learning they have accomplished to situations discussed in the meeting. In addition, the degree to which these objectives are achieved will be judged by the following:

A. The ability of the group to develop appropriate predictions about the type of organization to which they are assigned.

B. The ability of the group to analyze their own library situations in terms of Theory X and Theory Y concepts.

C. The ability of the group to discern how actual practice in a given area such as performance appraisal would differ in an organization based on Theory X concepts as opposed to an organization grounded in Theory Y concepts.

Pre-Meeting Preparation:

A. Completion of Work Assignment 11.

B. Reading as discussed at conclusion of last meeting.

Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill, 1960), especially Ch. 3, 4, 5, 6, 14.

Richard Beckhard, "McGregor Revisited and Reaffirmed," BNA Films Projector, January, 1971. (Readings.)

Earl R. Gomersall and M. Scott Myers, "Breakthrough in On-the-Job Training," Harvard Business Review, 44:62-72, July-August, 1966. (Readings.)

C. Suggestions for researeh task force group.

Douglas McGregor, The Professional Manager (New York: McGraw-Hill, 1967).

_____. Leadership and Motivation: Essays of Douglas McGregor. Edited by Warren G. Bennis and Edgar H. Schein. (Cambridge, Mass.: M.I.T., 1966).

M. Scott Myers, "Conditions for Manager Motivation," Harvard Business Review, 44:58-71, January-February, 1966. (Readings.)

Herbert H. Meyer, Emanuel Kay, and John R. P. French, "Split Roles in Performance Appraisal," Harvard Business Review, 43:123-129, January-February, 1965.

C-7 :

Saul Gellerman and Emanuel Kay, "Theory X and Theory Y," Motivation and Productivity Cassette Series, Tape F. (A discussion of McGregor's ideas.)

In addition, two important books on organizational climate published recently by the Harvard Business School would provide much valuable data for a research task force with special interests in this area:

George H. Litwin and Robert A. Stringer, Motivation and Organizational Climate (Boston, Mass.: Division of Research, Graduate School of Business Administration, Harvard, 1968).

Renato Tagiuri and George H. Litwin, eds. Organizational Climate: Explorations of a Concept (Boston, Mass.: Division of Research, Graduate School of Business Administration, Harvard, 1968).

Unit 4, Section 2

Materials Needed:

Chalkboard, or portable easel with pad.
Chalk or marking pens.
T-48 through T-50 .
Overhead projector
16 mm film projector
F-46 -- "Theory X and Theory Y," Part I.
Sufficient copies of:
H-4:5 through H-4:9 and H-4:11 .
Work Assignment 12
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

Opening the Meeting:

State the objectives for the meeting in your own words.

Outline briefly the sequence of activities that will make up the meeting.

A. Participants form two library organizations and develop some predictions about them.
B. Content presentation on Theory X and Theory Y.
C. Film presentation on McGregor.
D. Participants regroup in same two library organizations for performance appraisal and role playing.
E. Summary and briefing for next session.

A. Participant Activity:
Two Library Organizations

The purpose of this activity is to give participants an opportunity to experience the effect of managerial assumptions on employees and on organizational objectives. To begin, they should be divided in two groups: members of Library A and members of Library B. The two groups should be physically separated to a greatest extent possible inside the classroom. If a research task force has been working on performance appraisal, it is suggested that its members be divided between Library A and Library B., so that both groups will have the benefit of the additional knowledge the task force has acquired.

The leader should then pass out H-4:5 -- "Library A Organizational

Notes" to the members of Library A., and H-4:6 -- "Library B Organizational Notes" to members of Library B. While the objectives stated on the handouts are identical for both libraries, the rules and regulations for Library A are worded in such a way as to place the participants under a library director who follows McGregor's Theory X. Library B, on the other hand, receives rules which are in keeping with McGregor's Theory Y assumptions.

It is important that neither group knows that the other has different rules and regulations.

As soon as the handouts are distributed and participants have had time to read them, the leader should tell both groups that they are now to assume they are in a library which is run according to the organizational notes they have before them. Each group should designate one member as library director, another as director of personnel, and a third as a department head. The others can assume roles as designated by the group. The leader of the class will act as consultant to both libraries and can be called on if needed.

Each group should then be instructed to develop a list of predictions they could make about their library organization, assuming that it would be run as depicted in the organizational notes. Each group should be asked to consider the five factors listed on the last page of their handouts in developing the predictions:[1]

1. The extent to which the members of each group are motivated to meet the stated objectives.
2. The feelings toward the "chief librarian."
3. The expected satisfaction or dissatisfaction of the members of the group.
4. The turnover which might be expected.
5. Their feelings about the items on the sheet.

The two groups should then be instructed to each select a spokesman (not the person designated library director or personnel director) who will make a presentation to the entire class after the predictions have been listed.

[1]Adapted from Peter Muniz, "Experiential Learning," Adult Leadership, 16:359-360, 385, April, 1968.

After about a half hour, the presentations should be made. The leader might first ask Library A (Theory X) to make its report, and this report should be followed by the spokesman from Library B.

This activity should then have set the stage for a discussion of differential aspects of the two organizations and how the rules, regulations, leadership styles, and theoretical assumptions on which the library is operated can affect such factors as motivation, turnover, satisfaction and reaction to organizational objectives.

B. Content Presentation:
The Manager's Job Under Theory X and Theory Y

Before the two groups tackle the problem of how to evaluate, the leader should give a lecturette contrasting the manager's job under the two different theories. The following transparencies can be used to illustrate the presentation:

T-48 McGregor's Theory of Motivation in the Work Place

The way a library manages its human resources rests on some very basic assumptions concerning human behavior. Reduced to McGregor's most basic emphases, this transparency shows Theory X assumptions and Theory Y assumptions and how these affect managerial behavior.

McGregor pointed out that inherent in the traditional management approach (such as scientific management) was the assumption that people behave in accordance with Theory X: employees inherently dislike work, want to avoid responsibility, and therefore must be closely controlled and directed, even coerced by management.

Since the Hawthorne experiments in the 1920's and 1930's, a more positive view of human nature has emerged, which McGregor has identified as Theory Y. Today this theory of human nature is generally accepted as a more accurate description of man in the work place.

T-49 A Comparison of Traditional and Emerging Management Styles[1]

This transparency sums up the differences between Library A (traditional management) and Library B (emerging management patterns based on Theory Y). It has been found through research-oriented experimentation in companies that a great deal of time must be spent in contrasting the traditional role of the supervisor with the emerging concept of supervision based on Theory Y, if there is to be any noticeable change in the way supervisors and managers carry out their activities in a given organization.

In his traditional role, the supervisor sets the goals for his subordinates, defines standards and expected results, and checks performance. In his new role, the supervisor participates with people in solving problems and setting goals, and enables subordinates to check their own performance. This is the critical difference between the two styles.

The leader will make most effective use of this transparency by covering all but the top block of two pictures, proceeding downward to the next horizontal group without revealing what is beneath. In this way each level can be discussed in turn, without participants' being distracted by what is at the bottom of the chart.

T-50 Dynamic Contrast Between Traditional and Supervisory Styles

Here again the use of this transparency will be more effective if the lower triangle is covered as the top is exposed.

The emerging supervisory style based on Theory

[1] T-49 and T-50 and the remarks describing them are based on William J. Roche and Neil L. Mackinnon, "Motivating People With Meaningful Work," Harvard Business Review, 48:97-110, May-June, 1970. (Readings.)

Y should operate as a continuous cycle of activity in which some of the managerial work of the traditional supervisor is incorporated into The activity of the work group.

The transparency contrasts the two styles of management graphically. It will be noted that the traditional style explicitly shows leadership as a separate entity. In the emerging style, leadership has been absorbed into the energetic pattern of the work cycle itself. Thus, unlike the traditional straight-line approach, the continuous cycle concept is not mechanistic or formalistic, rather it is a fluid and dynamic approach that each team can mold and adapt to suit its needs.

C. Film Presentation

F-46 "Theory X and Theory Y: The Work of Douglas McGregor" -- Part I.

There are two parts to this film, each 25 minutes, but unless the leader has extra time, it is suggested that the first part,which presents most of the basic concepts, be shown in the class session. The other part, or both parts if time is short, could be recommended for participants' independent viewing.

If he chooses to show the first part of the film, the leader might introduce it with some remarks such as the following:

In viewing this film, you will see some examples of the importance of theoretical concepts as a basis for activity in organizations.

As you watch the film, consider especially what McGregor meant when he said that every managerial act rests on theory. Try to think also, from your readings and from this film, what McGregor's basic message to management is.

After the film, the leader might then engage the group in discussing these points, and any others he or the participants may wish to raise.

D. Participant Activity:
Performance Appraisal in Library A and Library B

The participants should now rejoin their Library A and Library B groups. Each group should then determine, on the basis of its organizational notes, the type of performance appraisal its library would be likely to use, and to briefly role play before the entire class a typical appraisal scene as it would occur in that library.

As the groups are forming to determine the appropriate appraisal techniques for each of the libraries, the leader should distribute the following handouts:

H-4:7 to Library A members. This form represents the type of rating sheet typically used in a Theory X organization.

H-4:8 to Library B members. This is some information on target-setting conferences which would be appropriate to a Theory Y organization.

When ready, each of the library groups should be asked to present its role play depicting performance review.

After the role plays, the leader should lead the entire group in a debriefing session. It would probably be a good idea at this point to distribute H-4:8 to the members of Library A and H-4:7 to the members of Library B, so that all participants will have examples of both Theory X and Theory Y appraisal data.

In guiding this discussion the leader should remember Likert's warning about exposing managers to conflicting points of view and presenting them with studies which question current practices. "This is intellectually stimulating and valuable and, as studies show, contributes to innovative thinking. When this is done, however, ...it should be made clear to all who participate that the material is intended to stimulate thinking and

discussion and that there is no intention that immediate, direct application will be made."[1]

During the discussion, the leader might also bring out a point Likert made about performance appraisal:

> "It is not uncommon today for a management development program to train managers in the conduct of performance appraisal and review while simultaneously emphasizing the need for managers to be employee-centered and supportive in dealing with subordinates. It is impossible to do both. Rigorous research clearly demonstrates that even when the most approved methods for conducting performance appraisal and review interviews are used, it is not possible to conduct the interview with most managers so that they will feel that they have been treated in a supportive manner. A well-conducted study revealed that the performance review proved to be an ego-deflating experience for 82 per cent of the subordinate personnel involved."[2]

> On the other hand the use of the target-setting approach was evaluated by McGregor as follows: "There is probably no single activity which will do more to create an environment conducive to managerial growth than the 'target-setting approach.'"[3]

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[1]Rensis Likert. The Human Organization: Its Management and Value (New York: McGraw-Hill, 1967), p. 127.

[2]Ibid., p. 126. See also Herbert H. Meyer, Emanuel Kay, and John R. P. French, "Split Roles in Performance Appraisal," Harvard Business Review, 43:123-129, January-February, 1965; and, Foundation for Research on Human Behavior, Performance Appraisals: Effects on Employees and Their Performance, edited by A. F. Zander (Ann Arbor, Michigan, 1963).

[3]Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill, 1960), p. 205.

The discussion should bring out the basic strategies included in the target-setting approach:

The clarification of the broad requirements of the job.
The establishment of specific "targets" for a limited time period.
The management process during the target period.
Appraisal of the results.[1]

The appraisal of results is an important part of target setting:

Both superior and subordinate should prepare themselves for such a discussion.
Discussions should be focused on reviewing performance against previously agreed upon targets.
Discussions should culminate in an examination of ways and means of improving future performance.[2]

From experience it seems important that the subordinate should attempt some self-analysis. Indeed, some companies have found it useful to issue employees a questionnaire to be used before the target-setting conference. Others feel this is too formal an approach and smacks of the typical employee rating sheet (although it should be pointed out that the self-evaluation sheets are only for the use of the employee himself.) The latter group would prefer an approach such as McGregor suggests in which the supervisor says at the end of the first target setting conference with a new employee: "Suppose we leave it that we'll get together on your initiative as often as you wish -- not for you to report how you are doing, but to discuss any problems

[1]Ibid., p. 62.

[2]T. J. Roberts, Developing Effective Managers (London: Institute of Personnel Management, 1967), pp. 34-35.

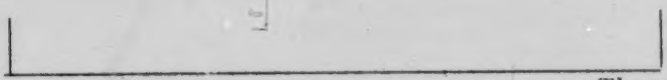
> which you would like my help on, or any major revisions in your plans."[1]

The discussion might be summed up by a statement such as the following which is quoted from McGregor:

> "The important theoretical consideration, derived from Theory Y, is that the acceptance of responsibility (for self-direction and self-control), is correlated with commitment to objectives. Genuine commitment is seldom achieved when objectives are externally imposed. Passive acceptance is the most that can be expected; indifference or resistance are the more likely consequences. Some degree of mutual involvement in the determination of objectives is a necessary aspect of managerial planning based on Theory Y."[2]

E. Summary and Briefing for Next Session

In summarizing, it is suggested that the leader ascertain from the participants where they see their own libraries in relation to Theory X or Theory Y. The leader might draw a line on the board or easel and ask participants to indicate where on such a continuum they feel their own libraries fall.



If the first part of the film, "Theory X and Theory Y: The Work of Douglas McGregor," was shown in class, the leader may want to recommend the second part for independent viewing:

F-46 "Theory X and Theory Y: The Work of Douglas McGregor" -- Part II.
(25 minutes)

[1] McGregor, op. cit., p. 71.
[2] Ibid., p. 68.

Or both parts could be suggested now, if neither was shown during the class period.

In addition, on performance appraisal the following might be recommended for independent viewing:

F-47 "How's It Going?" (11 minutes)

F-48 "You're Coming Along Fine" (23 minutes)

F-49 "The Fully Functioning Individual" (25 minutes)

In making the transition from this session to the next, the leader could ask participants to keep in mind the following question as they prepare for the next session:

> What would be involved if a library decided it wanted to change from being an organization based on Theory X to an organization based on Theory Y concepts?

For reading, the leader might consider recommending:

Rensis Likert, The Human Organization, Its Management and Value (New York: McGraw-Hill, 1967). Especially Ch. 1, 2, 3, 7, and 8.

William J. Roche and Neil L. MacKinnon, "Motivating People with Meaningful Work," Harvard Business Review, 48:97-110, May-June, 1970.

At this point, the leader should distribute H-4:9 (Likert chart), instructing participants to fill it out according to the directions provided before they read Likert and to bring it with them to the next meeting. To get a true reaction from the group, it is important that this be filled out before reading Likert's book (even as Likert himself suggests in Chapter 2).

In closing the leader should also hand out copies of the case study to be discussed at the next meeting, H-4:11 , and the following, as appropriate:

Work Assignment 12
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

THEORIES OF MOTIVATION IN THE WORK PLACE: RENSIS LIKERT

Summary Outline for Meeting on:
THEORIES OF MOTIVATION IN THE WORK PLACE: RENSIS LIKERT

Objectives for the Meeting:

A. To examine Likert's four management systems.

B. To understand the key concepts involved in changing from one system of management to another.

C. To discover feasible methods by which a library organization might change from a traditional authoritative management system toward a group participative one.

Evaluation:
Participants will be considered to have understood these concepts when they have demonstrated that they are able to apply the learning they have accomplished to situations discussed in the meeting. In addition the degree to which these objectives are achieved will be judged by the following:

A. The ability of the group to reach a consultative decision.

B. The ability of the group to design a method for measuring a given organization to determine what type of leadership pattern exists at the present time.

C. The ability of the group to design a personnel development and continuing education program for a library organization based on the concepts Likert presents as characteristic of a System 4 type of management.

Unit 4, Section 2

Pre-Meeting Preparation:

A. Completion of Work Assignment 12.

B. Completion of [H-4:9] (Likert chart).

C. Reading as discussed at conclusion of last meeting.

Rensis Likert, The Human Organization: Its Management and Value (New York: McGraw-Hill, 1967). Especially Ch. 1, 2, 3, 7, and 8.

William J. Roche and Neil L. MacKinnon, "Motivating People With Meaningful Work," Harvard Business Review, 48:97-110, May-June, 1970. (Readings.)

D. Suggestions for research task force group.

Rensis Likert, New Patterns of Management (New York: McGraw-Hill, 1961).

Alton C. Bartlett, "Changing Behavior as a Means to Increased Efficiency," Journal of Applied Behavioral Science, 3:381-403, July-August-September, 1967. Comments on the article follow, pp. 404-411.

Maurice P. Marchant, "Participative Management in Libraries," in Elizabeth W. Stone, ed., New Directions in Staff Development: Moving from Ideas to Action (Chicago: American Library Association, 1971), pp. 28-38. (Readings.)

[C-8] :

Saul Gellerman and Emanuel Kay, "The Management of Human Assets," Motivation and Productivity Cassette Series, Tape E. (A discussion of Likert's ideas.)

Materials Needed:

Chalkboard, or portable easel with pad.
Chalk or marking pens.
[T-51] through [T-55] .
Overhead projector
Colored wax pencil.
16 mm film projector.
[F-50] "The Management of Human Assets"
Sufficient copies of:
[H-4:10]
[H-4:11] (if not distributed at last meeting)

Work Assignment 13
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

Opening the Meeting:
State the objectives for the meeting in your own words.

Outline briefly the sequence of events that will make up the meeting:

A. Content presentation on Likert's four styles of management.
B. Content presentation on changing from one management style to another.
C. Film presentation.
D. Case study (a task experience in decision making)
E. Summary and briefing for next session.

A. Content Presentation:
Likert's Four Styles of Management

In discussion Likert's four management styles, the leader may want to refer to the material in the Study Guide (4.26).[1] In addition, several transparencies can be used for illustrative purposes in his presentation:

T-51 Outline Chart of Likert's Management Systems

For the sake of simplification, this chart has only the four management systems across the top and some of Likert's key concepts listed vertically in the same order that they appear on the chart that was distributed at the end of the last meeting.

In referring to the chart distributed at the last meeting (H-4:9),

[1]A well-stated and succinct summary of Likert's main concepts can be found in Joe Kelly, Organizational Behaviour (Homewood, Ill.: Irwin and Dorsey, 1969), pp. 608-609.

the leader should ask various members of the group to describe the nature of the profile they drew for the least productive organization -- L line.

After a number of these profiles have been indicated approximately on the blank chart with a colored wax pencil, it will be found that they tend to form a profile line vertically toward the right of the chart. It is also typical that some will report a profile line that zig zags back and forth. The leader can then indicate the general category on the chart where these zig zags occur, taking the occasion to point out that an organization must maintain system integrity if it is to be effective. An organization can not be effective, for example, if its training methods for a System 4 pattern, while the rest of the organization is following a System 1 or 2 pattern. If an organization wants to change its type of management, it needs to change at several points at the same time to maintain the integrity of the system.

Next, the leader should ask the various members of the group to describe the nature of the profile they drew for the most productive organization -- H line, and then these too can be discussed. Typically this profile will be considerably over toward the left of the chart.

In his presentation, the leader may wish to bring out such points as the following:

> Likert has developed over a number of years methods which enable an organization to rate itself in terms of several variables which he has found to be important. The variables are listed down the left hand side of the chart which you filled in. Based on the responses of an organization's members to questions such as those on the chart, Likert finds that most organizations can be given a numerical rating on a four point scale which will express the prevailing management system.
>
> One of Likert's significant findings is that the more closely a company's management style approximates System 4 the more likely it is to have a record of sustained high production. Similarly, the more closely an organization approximates System 1, the more likely it is to be inefficient in the production of goods and

T-52 Degrees of Confidence and Trust

The principle of supportive relationships is basic to System 4. This is really a matter of dealing with people in ways that create a climate of trust throughout the organization, or maintaining or increasing the individual's feelings of self-worth in terms of his or her needs and objectives.

T-53 Continuum on Group Decision Making

The second most important causal factor is handling problems by group decision making. The objective here is to build an organization of highly motivated work groups able to make decisions in areas that concern their work.

T-54 Continuum on Overlapping Group Structure

Closely related to the principle of group decision making is Likert's concept of overlapping group structure. Work groups must be linked together to form the overall organization. The links are provided by persons who hold overlapping memberships in more than one group. These persons are referred to as linking pins.

T-55 Linking Pins

This linking pin concept is perhaps the most difficult of the causal variables discussed by Likert, as it is so different from the principles

advocated by traditional Theory X management which adheres to strict structure with no overlapping as Likert envisions it.

The fourth important concept (one which, according to Likert, is derived from the principle of supportive relationships) concerns high performance goals. Management must hold high performance goals for itself and for all employees, and must make clear that such goals are expected to be met.

Likert believes that setting high performance goals for efficiency and productivity can be best attained by a system of management geared to satisfy human needs, and throughout his writings he makes it apparent that modern principles and techniques of motivation, rather than reliance on the traditional combination of rewards and threats, should be used.

To illustrate the qualities displayed and the results attained by organizations under System 1 or 2 and under System 4, the leader should distribute copies of:

H-4:10 Comparison of Characteristics of System 1 and 2 Organizations and System 4 Organizations.

This chart shows across the top the causal variables under System 1 or 2, and under System 4, and down the left hand side are listed the intervening variables and the end-result variables.

Likert emphasizes the importance of the time factor in changing from one management system to another, pointing out that some organizations start to change to System 4, but production seems to suffer so in a crisis they switch back to System 1. Likert says the superiority of System 4 is not always immediately apparent, and that System 1 does yield products and services quickly on the whole. Nevertheless, he is convinced that a System 4 management system building steadily toward a flexible, responsible organizational team will eventually achieve greater productivity

in terms of goods and services than will a System 1 organization.

The leader should conclude this part of the meeting emphasizing once again the great stress that Likert puts on the importance of a systems approach to management. (See Study Guide, 4.164)

C. Film Presentation

F-50 "The Management of Human Assets Assets"

After the film, which takes about 28 minutes, the leader might engage the group in general discussion by asking such questions as the following:

Considering the four systems of management that Likert has described in the film and that we have been talking about in this meeting, on what system do you think your library operates?

How could you find out definitely?

In discussing this question, the leader can bring out the type of measurement that Likert recommends for an organization to find out just where it stands: periodic surveys to measure causal and intervening variables.[1]

What would be the advantages of making a survey to find out the nature of the system you are operating under?

D. Participant Activity:
Moving Toward System 4 (A Case Study)

H-4:11

Next in the sequence of activities is the case study which was distributed at the end of the last meeting. This case was written because it is typical of a real situation in a library and because, like most organizational problems, it is not "open-and-shut." It provides no easy solution for the library director and consequently, activates the participants to

[1]Rensis Likert, The Human Organization: Its Management and Value (New York: McGraw-Hill, 1967), Chapter 8 and Appendix III.

give their best efforts in examining the issues involved. (The issues are not untypical of those found in real library situations where there may be leaders similar to Dr. Blake.)

The case has two main aspects:

1. It presents conditions in which a survey might advantageously be undertaken to determine what system of management library employees perceive their library to be operating under; and

2. It requires identifying and planning implementation of the necessary steps that might be taken to move the library from one type of management system to another.

The leader introduces the case by telling participants that they will now have a chance to apply their ideas about what steps one takes in making a move toward another management system. He explains that a few minutes will be allowed for the participants to re-read the case and get the facts in mind.

After a brief reading period, the leader may wish to make such points as the following:

> What are the facts in the situation?

In response to this question, participants will suggest items which the leader might jot down on the board or easel.

> What action should be taken by Dr. Blake when he reaches his office on his return from the meeting?

The leader must be sure that action suggested is realistic and that it is centered around concepts set forth by McGregor, Likert, Roche and McKinnon, and so forth.

The participants should then be assigned to three or four buzz groups, with the following charge to each group:

> Work out the manner in which Dr. Blake would go about determining just where his personnel see themselves in relation to management style

within their organization.

Also outline the specific steps you would take if you were Dr. Blake, in order to reach the goal he has set for himself.

If participants have read the Roche and MacKinnon article suggested at the end of the last meeting, it is possible that the kind of personnel development and continuing education program they advocate for Dr. Blake's library system may follow the procedure outlined in that article, which as applied to this case study would be:

A. Work with top management to help them thoroughly understand the changed concepts involved in the new management style described by Dr. Blake including concepts of Theory Y, Likert concepts, etc.

B. Educate and retrain supervisors so each one will be able to hold problem-identification and problem-solving meetings with his work group.
   1. Design of an orientation program to accomplish this.
   2. Emphasis on positive approach.
   3. Importance of developing a criterion by which groups can measure their own group progress.

C. Design a way to help supervisors set up a program when they actually meet their own group.
   1. How to address the first meeting.
   2. Problem identification by group.
   3. Problem-solving by group.
   4. Goal setting:
      a. How is is accomplished?
      b. When is a group ready to set its own goals?

D. Continue the participatory cycle-- How to keep it alive once started?[1]

The groups might be asked to report orally on what was said in their discussion and to present a brief role play (one sequence each group) of the type of actions that would be involved in trying to reach Dr. Blake's objectives.

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[1]William J. Roche and Neil L. MacKinnon, "Motivating People With Meaningful Work," Harvard Business Review, 48:97-110, May-June, 1970. (Readings.)

After the group presentations, the leader may wish to distribute H-4:11B which is a list of suggestions to discussion leaders in problem solving situations as actually developed by one library. Discussion should center on whether or not these suggestions present additional concepts, not brought out by the class, that might be of help to managers when they face work groups in problem solving situations. Are there any suggestions in H-4:11B that the class thinks should not be included or should be modified? Who should formulate such guidelines?

E. Summary and Briefing for Next Session

In closing, the leader should summarize the main concepts of Likert relating them when appropriate to theories previously studied (Argyris and McGregor).

Films that could appropriately be recommended for participants' independent viewing at this point in the course include:

F-51	"The Innovative Organization" (30 minutes)
F-52	"Manager Wanted" (28 minutes)

Reading might be recommended as follows:

On Herzberg:

Frederick Herzberg, "One More Time: How Do You Motivate Employees?", Harvard Business Review, 46:53-62, January-February, 1968. (Readings.)

M. Scott Myers, "Every Employee a Manager," California Management Review, 10:9-20, Spring, 1968. (Readings.)

_____, "Who Are Your Motivated Workers?," Harvard Business Review, 42:72-88, January-February, 1964.

On McClelland:

David C. McClelland, "To Know Why Men Do What They Do: A Conversation with David C. McClelland and T. George Harris," Psychology Today, 4:35-39, 70-75, January, 1971. (Readings.)

_____, "Business Drive and National Achievement," Harvard Business Review, 40:99-112, July-August, 1962.

Before the group disperses, the leader should make available whatever forms pertain to this meeting and the next:

Work Assignment 13
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

THEORIES OF MOTIVATION IN THE WORK PLACE: FREDERICK HERZBERG

Summary Outline for the Meeting on:
THEORIES OF MOTIVATION IN THE WORK PLACE: FREDERICK HERZBERG
and
DAVID C. MCCLELLAND

Objectives for the First Half of the Meeting:

A. To examine Herzberg's motivation-hygiene theory.

B. To identify ways in which job enrichment might be used effectively in library situations.

Evaluation:
Participants will be considered to have understood these concepts when they have demonstrated that they are able to apply the learning they have accomplished to situations arising during the meeting.

Pre-Meeting Preparation:

A. Completion of Work Assignment 13.

B. Reading as discussed at conclusion of last meeting.
Frederick Herzberg, "One More Time: How Do You Motivate Employee?," Harvard Business Review, 46:53-62, January-February, 1968. (Readings.)
M. Scott Myers, "Every Employee a Manager," California Management Review, 10:9-20, Spring, 1968. (Readings.)
_____. "Who Are Your Motivated Workers?" Harvard Business Review, 42:73-88, January-February, 1964.

C. Suggestions for research task force group on job enrichment:
Frederick Herzberg, Work and the Nature of Man (Cleveland, Ohio: World, 1966).

William J. Paul, Keith B. Robertson, and Frederick Herzberg, "Job Enrichment Pays Off," Harvard Business Review, 47:61-78, March-April, 1969.

M. Scott Myers, Every Employee a Manager: More Meaningful Work Through Job Enrichment (New York: McGraw-Hill, 1970).

Joe Kelly, Organizational Behavior (Homewood, Ill.: Irwin and Dorsey, 1969). Especially pp. 176-183 for discussion and critique of Herzberg's motivation-hygiene theory.

C-9 :

Saul Gellerman and Emanuel Kay, "Motivation Through Job Enrichment," Motivation and Productivity Cassette Series, Tape B. (A discussion of Herzberg's motivation-hygiene theory.)

For participants particularly interested in staff development, the following are highly recommended:

Elizabeth W. Stone, Factors Related to the Professional Development of Librarians (Metuchen, N.J.: Scarecrow, 1969).

"Guidelines to the Development of Human Resources in Libraries: Rationale, Policies, Programs and Recommendations," Library Trends, 20:97-117, July, 1971.

Materials Needed:

Chalkborad, or portable easel with pad.
Chalk or marking pens.
T-56 and T-57 .
Overhead projector.
Wax pencil.
16 mm film projector.
F-53 (first half of meeting)
F-59 (second half of meeting)
Sufficient copies of the following:
H-4:12 through H-4:16 .
Work Assignment 14.
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

Opening the Meeting:

State the objectives for the first half of the meeting in your own words.

Outline briefly the sequence of activities that will make up this part of the meeting:

A. Participant reactionnaire to determine job satisfiers and dissatisfiers.
B. Film presentation.
C. Small-group analysis of reactionnaire and job enrichment discussion.
D. Presentation of tally results.
E. Presentation of jobs enriched.
F. Summary.

A. Participant Activity:

Determining Satisfiers and Dissatisfiers in the Job Situation	H-4:12	

The leader opens the meeting by telling participants that they will now have a chance to answer the same type of questions Herzberg used in his research, on the basis of which he developed his theory of motivation. He should then distribute the handout, telling participants that five minutes will be allowed for them to answer the two questions that appear on the sheet.

At the end of five minutes, the sheets should be collected for use later in the session.

B. Film Presentation:

F-53	"Motivation Through Job Enrichment"

In this film, which takes approximately 28 minutes to show, Herzberg explains his motivation-hygiene theory. It presents an overall view of Herzberg's ideas, but depending on the emphasis the leader wishes to make, another of the many existing Herzberg films might more appropriately be shown instead. (A brief synopsis of each of these films is given in the Leader's Handbook: Aids.)

If this film is shown, the leader might introduce it with comments such as the following:

Herzberg and his colleagues at Western Reserve University have cast new light on an old problem:

the relationship between satisfaction and productivity. Up to a decade and a half ago, there was a belief that these two variables were positively correlated. The specific contribution of the Herzberg studies is to recast the problem and reveal significant characteristics of the relationship between two variables, satisfaction and productivity. Indirectly, as has been pointed out by McGregor and others, this motivation-hygiene theory of Herzberg's has profound implications for managerial strategy.

As you view the film take particular note of: (it would be a good idea to have these points written on board or flip chart):

1. The type of factors that Herzberg labels "satisfiers" or "motivators"
2. The type of factors that Herzberg labels "dissatisfiers"
3. How the satisfiers are different from the dissatisfiers
4. What is Herzberg's definition of motivation?
5. What is Herzberg's solution to the problem of motivation in the work situation?

The film should then be shown.

The leader might engage the group in some discussion after the film, asking such questions as the following:

Does Herzberg suggest that the dissatisfiers are unimportant for the manager to be concerned about? Illustrate with the effect of various payment systems on the behavior of the workers.

What is the significant difference between most of the satisfiers and the dissatisfiers?

Points to bring out either in a summary lecture or in discussion with the participants:

Concerning the Dissatisfiers

1. The factors labeled "dissatisfiers" operate to produce both low performance and negative attitudes when they are not equitably administered.
2. However, when the employees feel that they are fairly rewarded with respect to the "dissatisfying variables," increasing the rewards further has only a modest effect on performance or satisfaction.
3. The implication is that these "extrinsic" variables, which are controlled from without the individual, are highly important, but primarily in a negative sense. What they will produce is a fair day's work for a fair day's pay (along with negative side effects if they are not administered fairly), and not much more.
4. The dissatisfiers include the stimuli on which management has chiefly relied to motivate people in the past. They are, as McGregor has pointed out "the obvious methods of control if the theory of cause and effect is one of force on object, or of externally and directly manipulated rewards and punishments."[1]

Concerning the Satisfiers or Motivators

1. The satisfiers are associated with high motivation, high performance, high satisfaction.
2. The "work itself" variable, referring to the way the job is structured, is the key factor. Or does it force him to operate at less than his level of competence?
3. The significant difference between most of the satisfiers and the dissatisfiers (recognition and promotion are the exceptions) is that the rewards and punishments associated with them are "intrinsic." They are obtained by the individual as a direct result of his own effort; they are inherent in the activity.
4. If the external conditions in the work situation are satisfactory, the individual will seek satisfaction through his own efforts.

C. Participant Activity: Buzz Groups

This activity requires four handouts, and if the leader can arrange

[1]Douglas McGregor, Leadership and Motivation: Essays of Douglas McGregor, edited by Warren G. Bennis and Edgar H. Schein (Cambridge, Mass.: M.I.T., 1966), p. 259.

to have each printed on different color paper he will find them easier to refer to (the yellow sheet, etc.). The handouts are:

H-4:12	A Personal Experience (already filled out by participants before the film)
H-4:13	Procedure for Making Tally
H-4:14	Tally on Factors Affecting Job Attitudes
H-4:15	Buzz Group Agenda

Participants should be divided in groups of approximately 5 (no more than 6 at most), the sheets they have already filled out (H-4:12) should be distributed among them, and the groups should be given the following charge:

> You will now have a chance to analyze your concepts of dissatisfaction and satisfaction on the job in a manner similar to that in which Herzberg has concluded his many research studies in this field.
>
> First choose a chairman and according to the instructions on H-4:13, make a tally of satisfiers and dissatisfiers using H-4:14 to record the tally.
>
> When you have completed your tally, proceed to a discussion of the possibilities of using job enrichment in your library. Please follow the instructions on H-4:15 as you begin this discussion. The objective of your discussion is to show how library jobs might be meaningfully enriched.

D. Comparison of Participants Tally with Herzberg's Results

After the buzz groups have turned in their tallies, the leader should make a composite tally for the entire class, plotting the results on the blank chart on T-57 . The results thus obtained will not be completely precise, but will be interesting to compare with Herzberg's.

The leader can make the comparison by showing the following two transparencies:

T-56	Herzberg's Motivators and Dissatisfiers
T-57	Factors Affecting Job Attitudes as Reported by Participants

E. Participant Activity:
Job Enrichment Discussion

Each of the buzz groups should now be called on to report on its discussion, presenting briefly the one library job they selected for enrichment. As ideas are presented, the leader might jot down key enrichment concepts on the board or easel so that participants could compare the different ways in which the subject of job enrichment was approached.

It would be appropriate here for the leader to refer to the work assignment participants prepared for this meeting -- redesigning their jobs to make them more satisfactory and then comparing the newly designed job with the present job. It might be interesting to compare the kinds of enrichment activity they built into their own jobs with those evolving from the buzz group discussions. To make the comparison, the leader could again jot down key concepts as they are presented by participants.

If the research task force groups have been working on job enrichment or staff development, their reports could be given at this time.

F. Summary

In summarizing this part of the session, the leader might want to end with remarks such as the following quotation from McGregor:

> "In system terms, it is now known through the research of Herzberg and others that 'significant intrinsic' motivations are properties of the human system. The human being is not a passive machine requiring extrinsic force to induce motion; he is an organic system. Many powerful forms of motivated behavior can be released by appropriate manipulations of environmental variables... The situation is comparable in some

ways to that of the potentialities for control of disease opened up by Fleming's work with pencillin."[1]

In closing the leader could recommend some Herzberg films for independent viewing:

F-54	"The Modern Meaning of Efficiency"
F-55	"KITA, Or What Have You Done For For Me Lately ?"
F-56	"Job Enrichment in Action"
F-57	"Building a Climate for Individual Growth"
F-58	"The ABC Man: The Manager in Career"

These films are all part of the Herzberg Motivation to Work series, and each takes approximately 25 minutes to show.

The rest of the session should then be devoted to examining the theories of David C. McClelland.

[1]McGregor, op. cit., p. 260.

THEORIES OF MOTIVATION IN THE WORK PLACE: DAVID C. MCCLELLAND

Summary Outline for the Meeting on:
THEORIES OF MOTIVATION IN THE WORK PLACE: FREDERICK HERZBERG
and
DAVID C. MCCLELLAND

Objectives for the Second Half of the Meeting:

A. To examine McClelland's concept of achievement motive.

B. To identify some characteristics of the high achiever.

C. To identify types of supervisory action that increase (or decrease) the effectiveness of the high achiever within the organization.

Evaluation:
Participants will be considered to have understood these concepts when they have demonstrated that they are able to apply the learning they have accomplished to situations discussed in the meeting.

Pre-Meeting Preparation:

A. Completion of Work Assignment 13.

B. Reading as discussed at conclusion of last meeting.

David C. McClelland, "To Know Why Men Do What They Do: A Conversation with David C. McClelland and T. George Harris," Psychology Today, 4:35-39, 70-75, January, 1971. (Readings.)

_____. "Business Drive and National Achievement," Harvard Business Review, 40:99-112, July-August, 1962.

C. Suggestions for research task force group:

David C. McClelland and others, The Achievement Motive (New York: Appleton-Century-Crofts, 1953).

Unit 4, Section 2

David C. McClelland, "Toward a Theory of Motive Acquisition," American Psychologist, 20:321-333, May, 1965.

Herbert H. Meyer, "Achievement Motivation and Industrial Climates," in Renato Tagiuri and George H. Litwin, eds., Organizational Climate: Explorations of a Concept (Boston, Mass.: Division of Research, Graduate School of Business Administration, Harvard, 1968), pp. 151-166.

Joel Aronoff and George H. Litwin, "Achievement Motivation and Executive Advancement," Journal of Applied Behavioral Science, 7:215-229, March/April, 1971.

C-10 :

Saul Gellerman and Emanuel Kay, "The Self-Motivated Achiever," Motivation and Productivity Cassette Series, Tape B. (A discussion of McClelland's concepts.)

Materials Needed:

Chalkboard, or portable easel with pad.
Chalk or marking pens.
16 mm film projector.
F-59 "The Self-Motivated Achiever"
Sufficient copies of the following:

H-4:16
Work Assignment 14
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

Opening the Second Half of the Meeting:

State the objectives for this part of the meeting in your own words.

Outline briefly the sequence of activities that will make up this part of the meeting:

A. Content presentation on achievement motivation.
B. Film presentation.
C. Group discussion
D. Role playing activity
E. Summary and briefing for next session.

A. Content Presentation on Achievement Motivation

The leader's presentation on McClelland and achievement motivation could be patterned on the Study Guide outline (4.28). To begin, he might want to give some general information about McClelland and his theories, such as the following:

> David C. McClelland, chairman of the social relations department at Harvard, has produced one of the most interesting contemporary theories on motivation -- "the need for achievement" theory. According to this theory, a person's desire to do things better is due to a very specific motive -- a need for achievement. This motive, according to McClelland, is acquired rather than genetic.

B. Film Presentation:

Depending on the amount of time available, this film could be shown in class, or made available for participants to view independently.

> F-59 "The Self-Motivated Achiever"
>
> In this film, McClelland discusses methods of finding individuals with high achievement needs, and ways of dealing with them when they are found in organizations.

The film takes approximately 28 minutes.

C. Participant Activity: Group Discussion

In addition to discussing participants' reactions to the film, the leader should see that McClelland's concepts are related to the work situation, and questions such as the following might be asked of participants at appropriate times so that they will consider achievement motivation in the context of their own library situations.

> How can you identify high achievement persons who work under your supervision?

---

[1]Joe Kelly, Organizational Behaviour (Homewood, Ill.: Irwin and Dorsey, 1969), p. 185.

Why is it important to be able to identify high achievers?

What kinds of supervisory practices are appropriate for high achievers? What kinds are inappropriate?

D. Participant Activity:

Role Playing	H-4:16	

McClelland has emphasized that certain supervisory practices are quite inappropriate for maintaining the motivation and morale of high achievers. This is particularly true in the area of feedback regarding performance and individual goal setting. The purpose of this activity is to identify appropriate supervisory practices for high achievers.

It is suggested that the leader distribute the handout, and either read it aloud or summarize the main points after participants have had time to read it themselves. Then two members of the group should be selected to role play the first target-setting talk as described in the handout. If there has been a research task force working on McClelland's concepts, such persons could be asked to play the roles. (If only one person has been working in this area, it might be helpful to ask that person to play the role of the supervisor.)

Following the role play such questions as the following could be raised with the class:

How do you think Miss Key would have felt following her talk with the supervisor?

Do you think the high-achiever was able to see the extent to which her actions had been effective or ineffective up to the point in time of her interview?

Did the conversation succeed in dealing mainly with objectively defined results accomplished to date?

Did the review of performance against the present set of targets lead to a logical basis for establishing a new target or set of targets?

If yes, how was it done?

Do you see ways in which, taking into account factors important in motivating high-achievers as defined by McClelland, you would have directed the conversation differently if you had been the supervisor?

E. Summary and Briefing for Next Session

In concluding the subject of achievement motivation, the leader should summarize briefly the high points of McClelland's research and its implications for management.

Reading for the next meeting might be recommended as follows:

Saul Gellerman, Management by Objectives (New York: American Management Association, 1968). Ch. 4 on selection strategy, Ch. 6 on enlargement of competence, Ch. 8 on competence loss.

Edwin L. Miller, "Selection by Objectives: A Function of the Management by Objectives Philosophy," Public Personnel Review, 29:92-96, April, 1968. (Readings.)

The leader might also recommend that the participants view a film in which Gellerman discusses motivation, or if this is not possible that they listen to a Gellerman cassette in preparation for the next session.

F-60 "Understanding Motivation" (28 minutes)

In this film, Saul Gellerman discusses the individual needs of workers and how their motivation is related to their perception.

C-11 "Understanding Motivation" (60 minutes)

On this tape, Gellerman and Kay discuss material similar to that presented in the above film.

This would be a good time to remind participants that the next meeting will be the last on the subject of motivation and that in review each will be asked to present the manager whose style he or she has chosen to study in depth along the guidelines suggested in H-4:2 (distributed at a previous meeting).

In closing, the leader should make available the following, as appropriate:

Work Assignment 14.
Form 2 -- Report on Readings.
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

THEORIES OF MOTIVATION IN THE WORK PLACE: SAUL GELLERMAN

Summary Outline for Meeting on:
THEORIES OF MOTIVATION IN THE WORK PLACE: SAUL GELLERMAN
and
REVIEW OF MOTIVATION THEORIES

Objectives for the First Half of the Meeting:

A. To examine Gellerman's concept that selection is an important aspect of motivation.

B. To analyze Gellerman's chart as a method of measurement by which a given library can evaluate its selection system.

C. To identify ways in which a given library might improve its selection system.

Evaluation:
Participants will be considered to have understood these concepts when they have demonstrated that they are able to apply the learning they have accomplished to situations arising during the meeting.

Pre-Meeting Preparation:

A. Completion of Work Assignment 14.

B. Review of readings or other data on one manager's style.

C. Reading as discussed at conclusion of last meeting.
Saul Gellerman, Management by Objectives (New York: American Management Association, 1968). Ch. 4 on selection strategy, Ch. 6 on enlargement of competence, Ch. 8 on competence loss.
Edwin L. Miller, "Selection by Objectives: A Function of the Management by Objectives Philosophy," Public Personnel

Review, 29:92-96, April, 1968. (Readings.)

D. Suggestions for research task force:

George S. Odiorne, Management by Objectives: A System of Managerial Leadership (New York: Pitman, 1965).

Harry Levinson, "Management By Whose Objectives?," Harvard Business Review, 48:125-134, July-August, 1970.

Robert A. Martin, "Toward More Productive Interviewing," Personnel Journal, 50:359-363, May, 1971.

F-60 "Understanding Motivation"

C-11

"Understanding Motivation." Motivation and Productivity Series, Tape A.

Materials Needed:

Chalkboard, or portable easel with pad.
Chalk or marking pens.
T-58
Overhead projector
Sufficient copies of:

H-4:17

Work Assignment 15
Form 2 -- Report on Readings
Form 6 -- Post-Meeting Reactionnaire
Form 8 -- Viewer's Film Critique

Opening the Meeting:

State the objectives for the first part of the meeting in your own words.

Outline briefly the sequence of activities that will make up this part of the meeting:

A. Content presentation on Gellerman.
B. Participant analysis of selection systems.
C. Developing guidelines for selection by objectives.
D. Summary.

A. Content Presentation:

Saul Gellerman

In presenting the concepts of Gellerman, the leader may want to

refer to the outline in the Study Guide (4.29). Perhaps the most helpful part of this material to emphasize with participants is the strategy of selection as related to motivation.

> According to Gellerman, "the aspect of motivation over which most organizations can exercise the greatest control, yet which is typically left largely to chance, is the selection of their people."[1]
>
> Starting with the premise that every man's potential motivation is already inherent in him when he is hired, Gellerman reaches the statement that "motivation can be hired."
>
> "The quality of motivation that appears in a man's work is not so much instilled in him by managerial practices as it is elicited from him by his job. The individual is his own reservoir of whatever motivation he is capable of; he may draw upon it extravagantly or sparingly, but in any case he derives it from within himself and not from the people who pay his wages."[2]
>
> Regardless of what measures are used in evaluating a candidate for employment, they lead finally to some sort of estimate of how likely it is that he can handle a given job in an acceptable way.

At this point in his presentation the leader might show the following transparency which illustrates Gellerman's concept of the selection decision and its results.

T-58 The Selection Decision

Regardless of what measures are used in

[1]Saul W. Gellerman, Management by Motivation (New York: American Management Association, 1968), p. 57.

[2]Ibid., p. 58.

evaluating a candidate for employment, they lead finally to some sort of estimate of how likely it is that he can handle a given job in an acceptable way. These estimates Gellerman pictures on one side of a chart as extending from utterly unpromising through minimum acceptable risk to remarkably promising and on the other side of the chart is a record of how well the individual actually does on a job, ranging from utterly incompetent through minimum acceptable performance to extremely effective.

If both of these scales are put together, it is possible to compare the ratings made at the time of selection with actual on-the-job performance. Gellerman explains that every selection decision results in one of four possible outcomes.

In this transparency Section A includes all candidates who, at the time they were hired, were considered to have an acceptable chance of success, but who in actuality did not do well on the job. All these selection decisions were errors.

Section B would include all those people who not only looked good to the selectors, but also performed well on the job. All these selection decisions were correct.

Generally all selection decisions would be limited to A and B types, since few libraries would run the risk of hiring an individual for a job in which he seemed to have little chance of success. However, the other possibilities, because of special conditions such as a shortage on the labor market, do sometimes occur and to round out the possibilities the rest of the chart should be analyzed.

Section C would include all those people who were given a poor chance of being successful, and who did fail on the job. These selection decisions,

however, were correct, because they accurately predicted the actual type of job performance.

Section D would include all those people who were given a poor chance of being successful, but who did much better on the job than anticipated. All of these decisions would be errors.

To sum up, there are two kinds of correct predictions:

1. verified success (Section B)
2. verified failure (Section C)

and there are two kinds of errors:

1. the promising failure (Section A)
2. the unpromising success (Section D)

The objective in a logical selection system is to better the system's ability "to maximize the correct predictions and to minimize the errors."[1]

It is Gellerman's suggestion that an organization should actually plot each selection by means of such a chart in order to measure the effectiveness of the selection system by some specific means of measurement.

The leader might ask a question, such as the following, after there has been some discussion about Gellerman's chart:

--What would it imply about the selection system of a given library if out of 10 appointments the combined distribution of the individual charts turned out to be the pattern shown in the transparency, that is 3 individuals in A; 5 in B; 1 in C; and 1 in D.

The answer of course it that six of the selections or 60% turned out to be correct predictions and 40% were errors, which would indicate that the system is fairly sound as it predicted correctly

[1] Gellerman, op. cit., p. 63.

in a majority of instances, but could stand improvement. The greatest apparent weakness in this system is the number of A errors, which Gellerman terms a rather unforgiving type of error. To select a person who later fails to vindicate the selector's judgment is a serious error, not only because of the loss of time and money that it causes, but also because the error occurs in public and becomes a matter of record. In this sense, outcome A is less acceptable than an outcome D even though they may be equally costly, because an error of the D type is rarely verified. Ordinarily it would be hoped that the number of individuals in B would exceed those in A ; that most of those whose chances of success had been rated highly would succeed in the on-the-job situation. But even when the B's outnumber the A's as in this example, it is still possible that the system is wasteful of available talent. That is, there may be too many rejections of potentially effective people represented by the D category, due to the fact that the "minimum acceptable risk" line has been based on unrealistically high standards needed for the jobs available.

Gellerman feels that a selection system cannot be really tested to see how well it is working unless the system hires a lot of people it would ordinarily reject. Two such hires would not be an adequate test of the system, but at least would show some openness to the idea that the minimum acceptable risk may be set too high. It has often been shown that when the horizontal line of minimum acceptable risk is lowered, the system finds quite a few of those hired fall within the D category. During times of labor shortage, for instance, when the horizontal line of minimum acceptance is lowered, it is not unusual for an organization to discover that standards have been set too high all along; that their minimum standards were rather arbitrary and

not based on the evidence of what actually has to be done on the job. There is a real danger of minimum standards creeping up gradually and needlessly, thus forcing choices to be within a narrower range of possibilities than is really necessary. If available candidates are excluded by reason of unrealistically high standards for a given job, those already in the system whose abilities are not fairly represented within the system are apt to be demoralized.

B. Participant Activity:
Analyzing Selection System

After his presentation, the leader might distribute the following handout asking that participants jot down by each of the three charts what is indicated about the quality of that library selection system.

H-4:17 Charts Illustrating Tally of 3 Different Library Selection Systems

After participants have had a few minutes to examine the charts, the leader could engage the entire group in discussing them. It should be noted that the third chart represents a typical pattern of selection systems. The system prevents its own evaluation because the candidates who are deemed to fall short of the minimum standards are never given a chance to prove that the system might be wrong. Gellerman states in this regard: "It is unfortunately true that the majority of selection systems are accepted on faith alone, and that the question of whether they deserve this sentiment is seldom raised. This is why few organizations are in a position to say for certain whether the processes by which they acquire, utilize, and to a large extent motivate their people are really systems or merely rituals."[1]

It should be pointed out to participants that in the area of key administrative professional and supervisory jobs, in which failure is quite damaging to the system, the strategy of lowering the minimum standard line would not be wise. But for the bulk of other jobs, it could be a useful strategy, and dipping into the pool of available average risks does not necessarily

[1] Ibid., p. 65

dilute the quality of manpower. The real problem is not apt to be with these individuals, but with the system's inability to define their potentialities and their motivation more sharply.

C. Participant Activity:
Developing Guidelines for Selection By Objectives

If there is time and/or sufficient interest on the part of group members, participants might take a particular library job and on the basis of the model provided by Miller[1], draw up a complete set of guidelines by which applicants for that particular job could be accurately evaluated.

Miller describes selection by objectives as a process in which the goals of a particular job are spelled out in detail and measured against the candidate's achievements in previous jobs. He believes it can prove to be a more accurate method of defining potential than merely judging an applicant on his personal characteristics or filling the job on the basis of job characteristics as provided by the typical job description.

Selection by objectives requires that specific objectives be set for the job, as they actually exist at the time it is to be filled. The job objectives must be current and relevant. Once they are given, the selector then must seek evidence in the experience of the applicant that indicates his ability to meet the stated job objectives.

If this activity is held in class, the leader might divide participants into small groups, distribute to each person the sample guideline sheet, H-4:18, and introduce the task with remarks such as the following:

> Based on the model provided by Miller which you will find summarized on the handout, select one library job and draw up a complete set of guidelines by which applicants for that job could be accurately evaluated.

The leader may wish to have all groups working on the same job in which case one would have to be agreed upon in advance, or each group may

[1] Edwin L. Miller, "Selection by Objectives: A Function of the Management by Objectives Philosophy," Public Personnel Review 29:93, April, 1968. (Readings.)

choose whatever job it wishes. In either case, there should be some discussion of the guidelines developed once the groups have finished. It is important also that participants' attention be called to Miller's article, which was suggested as readings in preparation for this session, for they will find it very helpful in connection with this exercise.

D. Summary

In concluding this part of the meeting, the leader should summarize briefly the main ideas of Gellerman and then go on to a review of motivation theories which will constitute the second half of the session.

REVIEW OF MOTIVATION THEORIES

Summary Outline for Meeting on:
THEORIES OF MOTIVATION IN THE WORK PLACE: SAUL GELLERMAN
and
REVIEW OF MOTIVATION THEORIES

Objectives for the Second Half of the Meeting:

A. To share in-depth analyses of individual management styles

B. To review the motivation theories of Argyris, McGregor, Likert, Herzberg, McClelland, and Gellerman.

Evaluation:
Participants will be considered to have understood these concepts when they have demonstrated that they are able to apply the learning they have accomplished to situations arising during the meeting.

Pre-Meeting Preparation

A. Review of readings or other data on one manager's style.

Materials Needed:
Chalkboard, or portable easel with pad.
Chalk or marking pens.
Sufficient copies of:
- Work Assignment 15.
- Form 2 -- Report on Readings
- Form 6 -- Post-Meeting Reactionnaire
- Form 8 -- Viewer's Film Critique

Opening the Second Half of the Meeting:
State the objectives for the second part of the meeting in your own words.

Designs for Learning

Outline briefly the sequence of activities that will make up this part of the meeting:

A. Participant analysis of individual manager's style.
B. Briefing for next session.

A. Participant Activity:
Participant Analysis of Individual Manager's Style

This session concludes the series on motivation theories and concepts as they apply in the work situation. To date, in rapid successi on the ideas of Argyris, McGregor, Likert, Herzberg, McClelland and Gellerman have now been presented. The purpose of this activity -- which was announced to participants at the first session on motivation (4.21), is to reinforce learning and integration of the different theories and concepts.

Participants should be asked to make a brief oral presentation, following the guidelines which were distributed earlier in the course (H-4:2). The leader might list these guidelines on the board or easel so that all will have ready access to them. It is expected that each individual will have thought through the motivation theories and concepts covered, and will be able to apply them in diagnosing the management style of whatever leader he or she has chosen to study.

Each individual should present a brief portrait of the person he has selected -- responsibilities and role, his attitude in the work place and those of others toward him -- and other data that seems significant to the participant. After each individual's has shared his thought on the manager he has studied, he enters into a discussion with the rest of the group regarding the individual upon whom he is reporting. It might be interesting also to ask participants to share how they view themselves in comparison with the person they have described or diagnosed.

This type of review, using the kinds of questions suggested in the guidelines, should reinforce learning, and the subsequent discussion led by the participants and tied together by the leader should help to clarify the different points of view presented in this unit on motivation theory.

Unit 4, Section 2

B Briefing for Next Session

After the review of motivation theories is finished, the leader may wish to make some remarks about the next meeting, which will be devoted to examining organization development, and reviewing the entire course.

Reading should be suggested for pre-meeting preparation on OD. The leader might consider recommending the following:

William J. Crockett, "What's So Odd About OD?" Administrative Management Society Report, 49-50, November, 1970. (Readings.)

Richard Beckhard, Organization Development: Strategies and Models (Reading, Mass.: Addison-Wesley, 1969).

Robert R. Blake and Jane Srygley Mouton, "OD--Fad or Fundamental?," Training and Development Journal, 24:9-17, January, 1970. (Readings.)

Warren G. Bennis, Organization Development: Its Nature, Origins, and Prospects (Reading, Mass.: Addison-Wesley, 1969).

As the next meeting will be the last in the course, the leader should take the opportunity now to bring up the subject of participants' goals with respect to the course. He should ask them to review before the next meeting the goals they established at the beginning -- either individual learning goals or group goals -- and to consider how they have accomplished what they hoped and intended to accomplish.

Participants should be asked to make a written statement supported by descriptive evidence indicating accomplishments in relation to each goal. They should also indicate ways in which they have been able to apply what they have learned. If participants early in the course submitted a written statement of objectives to the leader, these statements should be returned to them now.

4 OBJECTIVES

UNIT 4
SECTION 3

4.3 Organization Development (OD)

4.31 To establish a working definition of OD.

4.32 To examine briefly the history of OD.

4.33 To examine briefly the objectives of OD.

4.34 To compare OD with other types of change efforts.

4.35 To consider the underlying assumptions of OD.

4.36 To consider briefly some types of OD interventions.

4.37 To examine the Managerial Grid as a specific device for organization development.

4.38 To consider some conditions for failure of OD efforts.

4.39 To consider some conditions for success of OD efforts.

Unit 4, Section 3

ORGANIZATION DEVELOPMENT

Summary Outline for Meeting on:
ORGANIZATION DEVELOPMENT

Objectives for the Meeting:

A. To establish a working definition of OD.

B. To examine briefly the objectives of OD.

C. To examine the Managerial Grid as a specific device for OD.

D. To consider some types of OD interventions and their applicability in library situations.

E. To review and share important learning that occurred during the course.

Evaluation:
The participants will be considered to have understood these concepts when they have demonstrated that they are able to apply what they have learned, both from pre-session study and during the session, to situations discussed in the meeting. In addition to the leader's direct personal appraisal of the participants' progress, the following evaluative measures are suggested:

A. The ability of the participants to evaluate themselves in terms of task orientation and people orientation based on Blake and Mouton's grid concept.

B. A brief exercise in which participants are asked to give examples of situations in their work place for which they would recommend use of OD techniques.

Unit 4, Section 3

Pre-Meeting Preparation:

A. Completion of Work Assignment 15.

B. Review of original goals and expectations for the course.

C. Reading as suggested at conclusion of last meeting.

William J. Crockett, "What's So Odd About OD?," Administrative Management Society Report, 49-50, November, 1970. (Readings.)

Richard Beckhard, Organization Development: Strategies and Models (Reading, Mass.: Addison-Wesley, 1969).

Robert R. Blake and Jane Srygley Mouton, "OD -- Fad or Fundamental?," Training and Development Journal, 24:9-17, January, 1970. (Readings.)

Warren G. Bennis, Organization Development: Its Nature, Origins, and Prospects (Reading, Mass.: Addison-Wesley, 1969).

Suggestions for research task force group on OD.

Jack K. Fordyce and Raymond Weil, Managing With People: A Manager's Handbook of Organization Development Methods (Reading, Mass.: Addison-Wesley, 1971).

William B. Eddy and others, eds. Behavioral Science and the Manager's Role (Washington, D.C.: NTL Institute for Applied Behavioral Science, 1969). Especially Section V, "Action Steps and Interventions," pp. 243-320.

Paul R. Lawrence and Jay W. Lorsch, Developing Organizations: Diagnosis and Action (Reading, Mass.: Addison-Wesley, 1969).

W. Warner Burke and Warren H. Schmidt, "Management and Organization Development: What is the Target of Change?," Personnel Administration, 34:44-56, March-April, 1971. (Readings.)

F-64	"Organizational Development"
F-65	"The Managerial Grid" (if not selected for showing in class)
F-66	"Roadblocks to Communication"
F-67	"The Bob Knowlton Story"

It might be suggested that a research task force investigate OD methods for effecting change and for finding out what is going on. Fordyce and Weil would be particularly useful in this area.

Materials Needed:

Chalkboard, or portable easel with pad.
Chalk or marking pens.
Pencils or pens for all participants.
T-59 .
Overhead projector
16 mm film projector (optional)
F-65 "The Managerial Grid" (optional)
Sufficient copies of the following:
H-4:19 through H-4:22 .
Form 7 -- Final Course Evaluation Sheet.

Opening the Meeting:

State the objectives of the meeting in your own words.

Outline briefly the sequence of events that will make up the meeting:

A. Filling out leadership questionnaire.
B. Lecturette on OD.
C. Scoring the questionnaire.
D. Discussion the Managerial Grid
E. Identifying signs of organizational health
F. Viewing OD in context of libraries.
G. Review and evaluation of entire course.

A. Participant Activity:
Leadership Questionnaire[1]

In presenting the leadership questionnaire, the leader might make brief introductory remarks such as the following:

> There is great importance in knowing yourself and your attitudes toward being a manager and a leader. To know how you act and how you wish to act is to be able to set a direction for effecting change in yourself.

[1]J. William Pfeiffer and John E. Jones, A Handbook of Structured Experiences for Human Relations Training, Vol. 1 (Iowa City: University Associates, 1969; revised May, 1970), pp. 8-11.

The Managerial Grid is a tool for discovering your own attitudes toward leadership and management styles. During the first part of the session each of you will have the opportunity to fill out a leadership questionnaire and then relate it to the Managerial Grid. This will give you a glimpse into your own style. Then with this awareness we will spend the second part of the session looking at the full sweep of OD -- Organization Development -- which is a newly emerging way of analyzing, diagnosing, and changing organizational behavior, goals, and values.

The last part of the session will be spent on a review and evaluation of the entire course and of the progress we have made by participating in it.

Without further discussion the leader then passes out the leadership questionnaire:

H-4:19 T-P Leadership Questionnaire

Participants should be allowed 5-10 minutes to fill it out.

B. Content Presentation:
Lecturette on OD

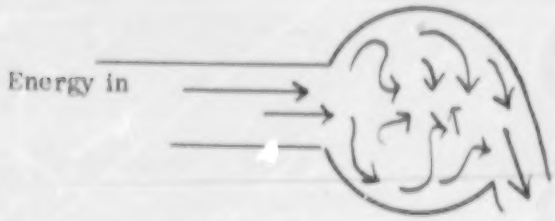
Before scoring the questionnaire, the leader should present a brief lecture on OD and the Managerial Grid. Points to cover might include the following:

OD is a process; it is not content. It provides methods by which the organization can solve its own problems. OD begins by diagnosing the roadblocks which prevent the release of human potential within the organization.

To visualize this the example from Fordyce and

Weil[1] might well be used. The authors explain: "In a snapshot view, an ideal organization may resemble water gliding through a straight pipe; or it may look like rows of galley slaves stroking the sea hard and rhythmically; or like a man and his team ploughing a field. The collective energy --of the separate drops of water, of the men and their oars, of the farmer, his beasts, and his plough--flows uniformly in one direction.

"If we snap the snutter on an unhealthy organization, we get a very different picture of energy flow:



"Here a tremendous amount of energy pours into the system at one end, but the real output dribbles out a pipette. Most of the strength, talent, wisdom, force, liveliness, inventiveness and joy of people is dissipated internally."

OD focuses on helping people to identify their own problems so that needed changes can be brought about. A consultant, or third party, doesn't solve the problems for an organization; rather the third party helps the organization to see how it can solve its own problems.

OD emphasizes the necessity of inquiry -- data collection -- throughout the organization before

[1]Reprinted by special permission from Fordyce and Weil: Managing with People, 1971, Addison-Wesley, Reading, Mass., p. 16.

any process for change can be effectively instituted.

OD is a process which strives to build a climate of trust among individuals and groups throughout the organization. It locates decision-making and problem-solving responsibilities as close to the information sources as possible.

OD strives to increase people's sense of ownership of the organization. It helps individuals in the organization become involved in forming and carrying out organizational goals. It helps individuals to be aware of and involved in the process by which goals are set and decisions made. It involves forming tentative general goals which by joint process will be converted to specific group goals.

OD emphasizes that an organization is a social system -- an open system. Being open means reacting to and interrelating with the environment; a closed system is a static system. When a system is open, it is open to new ideas and is continually getting feedback.

OD methodology focuses on what is practical. It involves working with people who are affected by proposed changes in the organization, and linking with all those who can effect the outcome.

OD works to establish open communication throughout the organization. To bring about change, top management must encourage open communication and managers must themselves set the example.

In summary it could be said that OD is a process of facilitating social systems to function so that they are able to solve their own problems effectively.

The lecturette should end with a discussion of the Managerial Grid, as developed by Blake and Mouton,[1] and the grid concept should be explained in some depth, if it appears that participants do not understand it. The following transparency will help to illustrate the concept:

T-59 The Managerial Grid

Participants should realize that the grid does not in itself constitute OD; rather it has been designed for use in the first of six phases of a program devised by Blake and Mouton, all of which together constitute a program of OD. The first two phases concentrate on management development, and the remaining four concern organization development. (See notes in Study Guide, 4.3 for more detail.)

C. Participant Activity:
Scoring the Questionnaire[2]

In scoring the questionnaire, the leader should announce that each person will score his own on the dimensions of task orientation (T) and people (P). Instruct the participants in the scoring process as follows:

A. Circle the item number for items 1, 3, 9, 10, 11, 15, 16, and 17.
B. Write a "1" in front of the circled items to which you responded S (seldom) or N (never).
C. Write a "1" in front of items not circled to which you responded A (always) or F (frequently).
D. Circle the "1's" which you have written in front of the following items: 2, 4, 5, 6, 8, 10, 14, 16, and 18.
E. Count the circled "1's." This is your score for concern for people. Record the score in the blank following the letter "P" at the end of the questionnaire.
F. Count the uncircled "1's." This is your score for concern for production. Record this number in the blank following the letter "T."

[1] From The Managerial Grid by Dr. Robert R. Blake and Dr. Jane S. Mouton. Copyright 1964 by Gulf Publishing Company, Houston, Texas. Used with permission

Next the leader should distribute the Managerial Grid sheets -- H-4:20 -- and instruct the participants to follow the directions on the sheet.

D. Participant Activity:

General Group Discussion of the Grid

After participants have located themselves on the Managerial Grid, the leader should engage all in a discussion to bring out implications that they see in relation to their location within the grid. In the course of the discussion it should be pointed out that Blake and Mouton do not view the five chief positions as defining a set of personality characteristics; rather, they more nearly constitute anchorages for managerial attitudes and practices.

Thought of in this way, aspects of the grid are more accurately regarded as describing systems of pressures acting on an individual causing him to manage in a certain fashion. Such pressures arise from:

(1) Inside himself.
(2) The immediate external situation and/or
(3) Characteristics of the organizational system, including traditions, established practices and procedures.

"Though most people seem to be predisposed to manage in one way or another, points on the grid are not to be thought of as personality types that isolate a given individual's behavior. They do not slot him in a rigid and inflexible way into a certain place. Behavior is more changing and flexible than that.

"In comparison with a mechanical explanation of managerial behavior, the grid pictures a number of different sets of assumptions about how an individual can manage. Any set of assumptions is subject to change. Whenever a person changes his underlying managerial assumptions, his actual managerial practices shift accordingly, or else a gross discrepancy is present between the attitudes he expresses and the actions he takes. A given individual's style, then, may be viewed as a dominant set of assumptions. These assumptions orient his thinking and his behavior in dealing with production/people relationships. Furthermore, he may or may not be aware of the assumptions that are guiding his actions. The purpose of this book, and of much management training, is to aid an individual to become more knowledgeable regarding his own assumptions about how to manage."[1]

[1]Ibid., pp. 12-13.

Alternate Activity:
Film Presentation

A film could be shown in place of the general group discussion as a means of interpreting the grid, followed by a brief question-and-answer session.

F-65 "The Managerial Grid"

The film lasts 35 minutes.

E. Participant Activity:
Identifying Signs of
Organizational Health [1]

Based on their background reading and class discussion, the participants might now be asked to identify characteristics of healthy and unhealthy organizations. The leader should distribute the following handout to begin this activity:

H-4:21 Some Characteristics of Unhealthy and Healthy Organizations

Column 1 (unhealthy) is filled in on the sheet, and the second column (healthy) is blank. The blank column is to be filled in by means of a general group discussion, not intended to be lengthy but to serve as a review to the essence and concepts of OD.

At the conclusion of the discussion, the leader may wish to distribute for participants' own reference the complete chart (both columns filled in) which is to be found in the subsequent handout:

H-4:22 Some Characteristics of Unhealthy and Healthy Organizations

F. Participant Activity:
Applying OD to Libraries

At this point it would be natural for the group to express an interest in OD methods and techniques that will be of help to them in their library situations.

If there has been a research task force working on OD, this would be a

[1] Fordyce and Weil, op. cit., p. 11-14.

good time for them to make their report. In addition, it is suggested that either the leader or the task force group put a list of some OD techniques on the board or easel.[1] These might be listed in two columns, such as the following:

Methods to Bring About Change	Methods to Find Out What is Going On
1. Team Building	1. Questionnaire
2. Confrontation goal-setting	2. Interviewing
3. Intergroup problem solving	3. Sensing
4. Organization Mirror	4. Polling
5. Life/career planning	5. Collages
6. Fishbowl	6. Drawings
7. Role playing	7. Physical representations of organizations.

Participants should be asked to suggest situations in their own libraries where OD techniques might be usefully applied. Either the research task force or other group members might be asked to demonstrate, possibly through role playing, a library situation in which OD techniques are being used. This might include active participation by the whole group or just by the research task force group.

G. Review and Evaluation of Entire Course: Paired Interviews and General Group Discussion

If review and evaluation are to be useful to both participants and leader, at least 30 minutes should be set aside for the purpose.

Participants were asked in preparation for this session to review their goals as individually set at the beginning of the course, or as evolved by the entire group. Now they should be asked to select partners, each partner to interview the other about his goals, accomplishments in connection with the course, and the ways he has been able to apply what he has learned. Such questions as the following might be considered:

--What were the most important things you learned?

[1] Ibid., pp. 77-182.

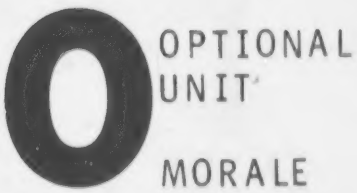
--How did these learnings occur?

--How do you think you will be able to apply what you have learned?

After the pairs have had time to interview each other, the group should come together as a whole, and the leader might ask members to share as they wish responses to the above questions. This gives the leader a view of which methods and subjects were most helpful in the course, helps each participant articulate how he learns, and enables everyone to hear from others how they learn-- knowledge which constitutes a valuable base for continuing education.

The leader concludes with his view of his own accomplishments, those of the group, and of the course in general.

At the end of the meeting, the leader should distribute copies of the final course evaluation sheet, Form 7, so that participants will have opportunity to evaluate and react to the course as a whole rather than just to individual meetings as provided for in the post-meeting reactionnaire (Form 6).


O
OPTIONAL
UNIT
MORALE

Optional Unit

MORALE

Summary Outline for Optional Meeting on MORALE

Objectives for the Meeting:

A. To consider the meaning of morale.

B. To demonstrate ways in which morale in a library work unit might be improved.

Evaluation:

Participants will be considered to have understood these concepts when they have demonstrated that they are able to apply the learning they have accomplished to situations arising during the meeting.

Pre-Meeting Preparation:

A. Completion of a work assignment.
Work Assignment 14 is on the subject of morale. If has been suggested for use in connection with the meeting on Gellerman (4.29). If, however, the leader plans to hold a meeting on morale, it would be a good idea to substitute one of the optional work assignments for the meeting on Gellerman, reserving Work Assignment 14 for this meeting on morale.

B. Reading, such as the following:
Saul W. Gellerman, "Facts and Fallacies About Employee Morale," Supervisory Management, 15:4-6, October, 1970.

C. Suggestions for a task force on morale:
Fritz J. Roethlisberger, Management and Morale (Cambridge, Mass.: Harvard, 1949).
Albert R. Martin, "Morale and Productivity: A Review of the Literature," Public Personnel Review, 30:42-45, January, 1969.

Optional Unit

Materials Needed:

Chalkboard, or portable easel with pad.
Chalk or marking pens.
Case study -- copies for all if not distributed at last meeting (alternate activity)
Sufficient copies of the optional handout and whatever forms and work assignment are to be distributed in preparation for the next meeting.

Opening the Meeting:

State the objectives for the meeting in your own words.

Outline briefly the sequence of activities that will make up the meeting:

A. Group discussion on the meaning of morale.
B. Role playing and group discussion.
C. Case study (Alternate activity)
D. Summary and briefing for next session.

A. Participant Activity:

The Meaning of Morale

The leader might initiate the discussion by remarks such as the following:

> Let's start by talking about what you mean by morale. What does the word "morale" mean to you, as applied to your work situation?

After several interpretations, the leader might draw a scale on the board: a continuum of morale.

Each participant could be asked where he would put the state of morale in his library, or in the division of the library in which he works.

Depending on how the tallies distribute themselves, the leader can then

make an appropriate summary statement.

To clarify further the concept of morale, the leader might ask:

--What does morale mean to you individually ?

As participants respond, the ideas suggesting good morale could be listed in one column and the ideas suggesting poor morale in another, on the board or easel. Such a list might include:

GOOD MORALE	POOR MORALE
Feelings for the environment.	Lack of confidence and trust.
Motivation.	Lack of performance goals.
Purpose.	Failure to see purpose in work.
Confidence and trust	Feeling that superior doesn't really care about individual.
Usefulness.	
Pride in achievement.	Internal dissension.
Dedication.	Open disputes at times.
Enthusiasm.	Lack of dedication.
Identification.	Feeling of lack of usefulness.
Clear understanding of expectations regarding job conduct communicated to employees by their supervisors.	Not treated fairly.
	Unpleasantness.
	No one seems to care; why bother ?
	Indecisive leadership.

Other general questions that will help to clarify the concept might include:

1. Can morale be good in one area and poor in another area within the same organization ?
2. Is it possible to have high dedication and low morale ?
3. Is morale individual or group ?
4. Is it possible to have high morale and low productivity ?
5. Is it possible to have high productivity and low morale ?
6. Do most of the factors we have listed center around the "work itself" ?
7. Do most of the factors we have listed center around the environment -- the atmosphere, scheduling, etc. ?
8. Are they pretty evenly divided ?

To summarize, the leader might ask:

--What do you feel we have been saying to tie it all together?

In the subsequent discussion, such points as the following (among many other possibilities) should be brought out:

1. Good morale is essential for the provision of high quality library service.
2. Morale can be either an individual matter, or a group matter, or both.
3. High morale is built up from a number of elements, of course, but one of the most important is clear definition of expectations regarding job content, communicated to the employees by their supervisors.
4. When morale is high, there will be many signs which make it apparent; for example, good discipline may exist -- employees willingly comply with established rules and standards of job performance and job conduct.

B. Participant Activity:
Role Playing

If the leader feels that more learning would result from actual demonstrations of first steps a supervisor might take to improve morale in his library situation, a role play or sequence of role plays would be a logical choice. Following is a situation which could be role played in a variety of ways.

The Situation:
You have just been made head of a technical services department in a library and there are five people who report to you: 2 professional librarians, 2 subprofessionals and 1 clerical worker. You find, in addition to a large backlog of work, that the department is pervaded by a condition of low morale. You have been told in advance that this condition had been noted by the previous department head, and you notice signs of it even though you have only recently been assigned to the position. You notice, for example, that the group does not work very well together. Before taking specific steps to try to handle the

backlog of work, you decide that the basic problem is poor morale, and that your first efforts will be directed toward improving it.

Therefore, the problem is: What steps will you take toward improving the morale? What will you do to encourage greater productivity? To start with, how will you find out what specific conditions or problems are causing the low morale? Before we role play any specific situations, let us first decide as a group on the over-all plan of approaching the problems.

It will probably be found that the participants will suggest a variety of first steps. Some may suggest individual interviews; some a group meeting. The leader should engage all in a discussion of what initial steps they would take, and also which step they would give priority over others.

The discussion might, for example, take form as follows:

--What would be your first activity in this situation?

Some will probably suggest individual interviews, others a group meeting. The role playing activity then will depend on the group decisions of whether it would be better to hold individual interviews or a group meeting first. Suggestions for both role plays follow, the individual interview situation first. (It is expected that the participants will probably decide to start with the individual interviews.)

--If you decide to have individual interviews, what would be the nature of the interviews? What kind of data would you try to collect? What proportion of the time should probably be spent in listening as opposed to asking questions? How would you make a record of the data you collect? How would you use the data you collect? Would every individual be interviewed, or a sampling? How are you going to conclude the interview so it will be on a positive note?

--Some of you have suggested a department group meeting: what format would such a session take? What kind of data would you think should best be collected from such a meeting? What role should

you as the supervisor take in such a meeting? How are you going to conclude the group meeting so it will be on a positive note?

--What do you see as the advantages of the personal interview over the group interview as a first step?

Role Play of Individual Interview

Now that we have decided that the first positive step toward solving the problem of low morale would most likely be the individual interview, and from our discussion we're in fair agreement on the type of data we wish to obtain from each individual, let's conduct an actual interview -- a dialogue between the head of technical services and the acquisitions librarian.

The leader may wish to ask for volunteers, or may want to assign the position of supervisory librarian to someone likely to do a competent job of keeping the interview on target. If volunteers are requested and no one responds, the leader should just pick out two likely prospects. It is suggested that one man and one woman be selected, the latter to be the supervisor, for it has been found that such a situation often leads to morale problems just in itself.

After the role players have been selected, the leader should see that they are comfortably arranged in front of the group, reminding the entire group that the purpose of the interview is to find out the reasons for poor morale in this technical services department. For purposes of this interview, it should be assumed that one of the participants is the acquisitions librarian (one of the two professionals in the department), and that he has just entered the supervisor's office.

Optional Handout | Observer's Guide

Before the role play begins, the leader should distribute an observer's guide to the rest of the participants, making remarks such as the following:

The rest of us also have a job. Each of us will be an observer. Take a moment to read these suggestions on what to look for as you listen and watch. We'll discuss your observations later.

The role play should last about ten minutes, and it is hoped that the participants will devise a natural close to the interview. If this does not occur, the leader might suggest at a certain point that they break off, and then start a general group discussion beginning with the reactions of the players themselves on how things went during the interview.

Questions such as the following might be asked:

1. How well did the interview go from the interviewer's point of view ? If she were to conduct it again, what, if anything, would she do differently ?
2. How well did the interview go from the point of view of the acquisitions librarian ? What degree of satisfaction or dissatisfaction did he experience from the interview ?
3. What comments do the observers have on the interview objectives or techniques ?
4. Was the interview too formal ? Too informal ?
5. Was the setting in the supervisor's office the correct one for such an interview ?
6. What would be some of the necessary factors regarding location for holding such an interview ?
7. What major changes in questions or pattern would the observers have made if they had conducted the interview ? How do they think these changes would have improved the interview ?
8. Should the supervisor hold a similar interview with each member of the staff ? Or a sampling only ? Why ?
9. How many of the group feel that as a result of this interview a spirit of confidence and trust was laid between the supervisor and employees ?
10. How many of the group, having experienced this initial interview between the new supervisor and one of the members of her staff, think that a personal interview was the best first step to take toward improving morale in the department ?

A question such as the last is a way to finish off this discussion and lead into the second phase of the supervisor's plan, namely a meeting with all of her staff. Before a role play of such a group meeting, it would be useful to have a group discussion about the value of such a group meeting,

the supervisor's approach and the techniques she might use. Questions such as the following should be raised for participants' consideration:

1. What do you see as the chief values of having such a group meeting?
2. Why take such an approach?
3. What should the supervisor's initial approach to the group be in this meeting?
4. What technique would be most effective to use in extracting ideas from the group?
5. How should such a group meeting be concluded?
6. In summary, then, what is our plan for this group meeting going to be?

As participants evolve a plan for the group meeting, the steps might be written on the board or easel. They will probably be something like the following:

1. The supervisor first tells a bit about herself, so members have a common understanding of her background.
2. She next tells them something of her philosophy of management and why she is eager to get their ideas. "What are we doing to the library as a whole? How does what we do affect the parts of the library system?"
3. She elicits from the group (free-form buzz response) their ideas and writes them down.
4. After all ideas have been listed, she asks what practical solutions the group members might have to suggest and records their responses.

On the basis of the discussion, the leader might either:

1. Suggest that the participants prepare a group meeting pattern for the supervisor to use, or
2. Ask six participants to conduct a simulated group meeting with one playing each of the parts of the department members: the supervisor; two professionals (cataloging librarian and acquisitions librarian); two sub-professionals (one working with each of the professionals); and one clerical person to serve the whole department.

Group Meeting Pattern
Alternative:

If preparing a group meeting pattern seems most appropriate, either the leader or a volunteer from the group should go to the board or portable easel and write out actual suggestions as given by the group members concerning:

(1) Other information, if any, they would want to get prior to the group meeting.
(2) Remarks or questions they would ask the group, and the sequence in which they would ask them.

The pattern produced by this exercise would then serve as a summary of the group's best judgment on the way to conduct a group meeting, and it might be a good idea to duplicate the material later for distribution to the participants.

Group Meeting Role Play
Alternative:

If, in the leader's judgment, more learning would result from a group meeting demonstration, a role play is the logical choice.

> You, as the supervisor, have invited the other five members of the department to a group meeting. In your own mind you know what the factors are that concern you.
>
> 1. Is the work being done ?
> 2. How well is it being done ?
> 3. What are the barriers that prevent this unit from being an effective group ?
> 4. How can I affect the climate in the work place to improve motivation of my individual workers ?
> 5. How can I build a feeling of confidence and trust between myself and my employees through this group meeting ?
> 6. If I am to make any progress toward improving morale, what specific outcomes must result from this meeting ?
>
> Let's assume that the last of the members of your staff has just entered and seated himself at the

oblong table about which you are holding your meeting. What will your opening words to the group be?

Questions following this role play might include the following:

1. How well did the meeting go from the supervisor's point of view? If she were to conduct it again, what, if anything, would she do differently?
2. How well did the group meeting go from the participants' point of view? How satisfied are they, what feelings would they have as they walked back to their desks, or out to lunch together?
3. Was the problem or ideas on which the supervisor wanted suggestions made clear to each member of the group? Were all the ideas presented by the group noted and written down? Were the items arranged in any kind of priority?
4. On the basis of the discussion of problems or conditions, was a satisfactory transition made to developing a plan of action rather than letting the session end in general terms with nothing specific decided?
5. What was the supervisor really telling the group by her opening remarks to them?
6. What use is made in the group meeting of the data collected by the supervisor from the individual interviews, if any? If none is apparent in the meeting as conducted, does that mean the individual interviews were not necessary? Why or why not?
7. How many of the group do you think will leave the meeting and make their comments to each other and to others within the library on a positive note? Why do you think they will be positive and not negative?

If the majority of the group feel the comments would be negative, the reasons why should be discussed.

What specifically happened in the meeting that would cause these negative statements?

C. Case Study: Alternative Activity

Case study 141, "Staff Morale," from Lowell[1] might be used as a focus for discussing approaches to improving morale. If it is to be used, the leader would have to make copies for all participants, preferably distributing them at the previous meeting so that participants would have a a chance to familiarize themselves with the details in advance.

D. Summary and Briefing for Next Meeting

Unless circumstances and the group's interest indicate otherwise, this would be a good place to round off the meeting. The leader should summarize briefly the high points of the discussion, and conclude by making whatever suggestions he wishes regarding preparation for the next meeting.

[1]Mildred Hawksworth Lowell, The Management of Libraries and Information Centers (Metuchen, N.J.: Scarecrow, 1968), Vol. 3, pp. 150-151.